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ABSTRACT

A CONTINUATION OF THE PRIMARY GUIDE (EC 004 852E), THE CURRICULUM GUIDE FOR JUNIOR HIGH AND HIGH SCHOOL IS INTRODUCED BY A PHILOSOPHY OF SPECIAL EDUCATION AND THE CHARACTERISTICS AND GOALS OF THE EDUCABLE MENTALLY HANDICAPPED. THE CURRICULUM AREAS FOR JUNIOR HIGH INCLUDE THE LANGUAGE ARTS OF LISTENING, SPEAKING, HANDWRITING, SPELLING, AND GRAMMAR, READING, ARITHMETIC, SOCIAL STUDIES, SCIENCE AND HEALTH, AND PREVOCATIONAL TRAINING. THE SAME BASIC COURSES ARE COVERED FOR HIGH SCHOOL LEVEL COURSES WITH THE ADDITION OF VOCATIONAL INFORMATION. THE EXPECTED ACHIEVEMENTS OF BOTH GROUPS ARE OUTLINED, AND THE DOLCH BASIC WORD LIST, SAMPLE LESSON PLANS, GRADUATION REQUIREMENTS, FILM LISTS, AND A BIBLIOGRAPHY ARE APPENDED. (JM)

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JUNIOR & SENIOR

EMR CURRICULUM GUIDE

Department of Special Education
Charlotte-Mecklenburg Schools

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CURRICULUM GUIDE

Junior - Senior High School

Charlotte-Mecklenburg Schools
Charlotte, North Carolina

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1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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General Introduction and Purpose

As the special education program in the Charlotte-Mecklenburg Schools expanded, it became increasingly evident that a working curriculum guide was necessary in order to more fully meet the needs of all special education children, and in order to provide sequence in their course of study. This guide represents the thinking, planning and work contributions of the special education teachers of the Charlotte-Mecklenburg School system. We have also studied numerous curriculum guides from other school systems and various special education publications and drawn ideas from these sources.

The purpose of this guide is to assist teachers of special education in programming for the educational needs of the children for whom they are responsible. Suggested activities, techniques, and materials are listed to aid the teacher, but this guide is only a working plan and should not be regarded as a complete course of study. The special education teacher should build units from the content listed in the guide, using teachers' manuals accompaning texts for additional teaching suggestions. She should gear her program to meet the needs of each individual child and provide a variety of experiences to give him general knowledge and specific skills that will enable him to develop to his fullest potential, using his basic, innate assets. The special teacher's program should be flexible enough to fit the curriculum to the child. The needs and levels of any class will vary from year to year. Therefore, teaching methods and materials will need to be evaluated each year.

Although the study areas are listed separately in this guide, they should not be taught in isolation. All academic areas in the course of study for the EMR child should be interrelated, but with the emphasis on the particular skill being taught.

Our ultimate goal for all EMR children is the same from the beginning primary child to the graduating young adult. However, emphasis at the lower level is placed on development of personality, self-sufficiency, socialization in school, in the community and in family life, and on laying a foundation for the acquisition of the basic tool subjects. At the upper level, these aims are continued with increasing emphasis placed on occupational proficiency through pre-occupational study and the learning of specific skills and knowledge necessary to enable the student to become a self-sustaining adult.

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Philosophy

We believe the school has the responsibility of designing, maintaining and executing a program which enhances continuous growth, satisfaction and success for all pupils who enter its doors. We believe the exceptional child is far from alien to education and society. He can and will contribute to the well-being of society. The curriculum must be fitted to the needs, interests, and abilities of each child rather than fitting the child to a static or watered-down curriculum. Constant diagnoses, treatments, and evaluations are needed in order to assure continuous growth, satisfaction and success. The special program is an integral part of the total school's program that will not flourish as a separate entity. Likewise, the exceptional child is an integral part of the total student body which must be integrated into the mainstream of school life in order to develop fully.

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Characteristics of the educable mentally retarded child

These children are defined as having I.Q.'s ranging approximately from 50 to 75 as determined by individual intelligence tests. This group is the mildest degree of mental retardation and is not easily distinguished from marginal normality. They are retarded to the extent that they are not able to make satisfactory progress in the regular school program. As adults they can be expected to achieve third to sixth grade levels of academic skills. According to Samuel A. Kirk, a noted authority on the education of exceptional children, "The primary characteristic of mentally retarded children is that they do not learn as readily as others of the same chronological age by methods ordinarily used. Instruction therefore must utilize the best practices in learning as follows:

(1) Progress is from the known to the unknown, using concrete materials to foster understanding of more abstract facts.

(2) The child is helped to transfer known abilities from one situation to another, rather than being expected to make generalizations spontaneously.

(3) The teacher uses many repetitions in a variety of experiences.

(4) Learning is stimulated through exciting situations.

(5) Frustrations are avoided by presenting one idea at a time and presenting learning situations by sequential steps.

(6) Learning is reinforced through using a variety of sense modalities - visual, vocal, auditory, kinesthetic." [1]

[1] Samuel A. Kirk, Educating Exceptional Children, Boston: Houghton Mifflin Co., 1962, p. 121

Physical Characteristics of the educable mentally retarded child

Most authorities agree that the educable mentally retarded are more nearly like children of average and above-average intellect in physical and motor characteristics than in any other traits. Any differences in height, weight, and motor skills have usually been mentioned in connection with the cause of the retardation. For example those whose retardation is organic in origin, such as the brain injured, may be somewhat more handicapped in motor skills; those whose retardation is thought to be of cultural-familial origin may be slightly lighter in weight and shorter in stature, but if socioeconomic levels are controlled, this might not occur.[2]

Mental Characteristics

The educable mentally retarded have a short attention span and are easily distracted by outside stimuli. Academic handicaps may result in great frustration, feelings of inferiority, undesirable behavior more serious than the intellectual retardation itself. They must be taught with concrete and practical methods with work related to immediate needs and experiences.

Emotional Characteristics

The retarded tend to have low tolerance for frustration and need constant praise and encouragement.

Social Characteristics

They tend to be highly suggestible and are limited in making adequate social judgement by their inability to evaluate. Their social values generally correspond to those of their

immediate environment.

[2]Lloyd M. Dunn, Educable Mentally Retarded Children, Exceptional Children in the Schools, New York: Holt, Rinehart and Winston, Inc. 1963, p. 88.

BROAD GOALS

Broad Goals for the Educable Mentally Retarded for this curriculum guide are twofold:

1. To educate the educable mentally retarded in the essentials of the basic tool subjects to his fullest capacity.
2. To develop occupational adequacy, social competence, and personal adequacy, so that when he is an adult, he can function as a self-supporting law-abiding citizen. Success on the job is going to depend on getting to the job on time, personal appearance, manners, getting along with other employees and the employers, personal health, ability to handle money wisely, safety on the job, responsibility in following directions and carrying the task to completion and many personal characteristics which must begin at the Primary and Intermediate programs and continue in the junior and senior high programs. Reading, writing, arithmetic, health, and safety, social studies and science are parts of occupational education since a child will require a minimum of these academic skills in order to read signs, simple directions, communicate by means of writing at a simple level, etc.

AREAS OF THE CURRICULUM

Language Arts
Reading
Arithmetic
Social Studies
Science - Health
Pre-Vocational Training
Vocational Training

Language Arts

Listening
Speaking
Handwriting
Spelling
Grammar and Composition

LANGUAGE ARTS

Introduction

The primary purpose of Language Arts for the educable mentally retarded pupil is to help him express his thoughts clearly, to enable him to understand others, and to enable him to acquire knowledge. Included in this area are listening, speaking, writing, spelling and composition -- the skills necessary for communication, and among the tools by which knowledge is acquired and integrated.

The Language Arts program that best meets the needs of the retarded is one that is developed around natural life activities which have real meaning and purpose for the individual. It should serve, not as an end in itself, but as an integral part of the total school curriculum.

LANGUAGE ARTS

Objectives

1. To increase each child's understanding of language.
2. To develop in each child an adequate speaking vocabulary.
3. To help each child express himself clearly in a logical manner.
4. To enable each child to develop his handwriting skills sufficiently to meet his present daily needs and his future needs as an adult.
5. To increase each child's comprehension skills.
6. To enable each child to use listening as a necessary tool for learning.
7. To enable each child to learn to spell adequately enough to meet his daily needs.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening	Listening is the basis of all other language activities. Critical listening skills must be taught through organized and definite methods. They cannot be learned incidentally.	Various noisemakers
	Listen to and identify various sounds, such as horns, bells, birds, wind, etc.	Selected music recordings
	Take a walk on the school grounds and listen for specific sounds.	Tape recorder
	Listen to music recordings and pay particular attention to sound effects.	
	Listen to records and identify different well-known instruments such as drums, piano, etc.	
	Assign radio and TV programs for each child to listen for specific purposes.	
	Tell or read simple stories to the class. Have them retell the story or answer specific questions, as who, what, when, where, and why.	
	Listen for similar sounds in words.	
	Use a tape recorder to tape each pupil's voice so that he may improve diction as well as work on listening skills.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening (continued)	Give oral directions for assignments. Have students repeat directions and then write them on the board. Have students give directions for travel or instructions whenever possible. Set up situations for students to give directions to other students. Have students deliver oral messages of increasing complexity. Have students repeat sequence of events. For example, after an assembly program or an athletic event have different students repeat the sequence of the action. When students make oral reports in other subjects, assign other students to ask questions or give an oral summary of the report. After pre-planning, initiate conversations in which the students must follow certain rules, as (1) they cannot interrupt, (2) they must ask a question or make a comment on the same subject to keep the conversation going.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening (continued)	Use role-playing to develop accuracy in repeating telephone messages correctly. Stress courtesy and manners at the same time.	
	Listen to records and discuss content of the records.	Records: Clear Speech Mannerism Being a Careful Listener
Speaking	Discuss importance of speech in communication.	
	Use picture reading activities. Have pupils study a picture and make a story about it, or describe details of the picture.	Selected Pictures
	Have students report on incidents that occur on the way to school. Allow them to use only a limited amount of detail. Try to tell about the incident giving only main facts.	
	Practice expressing <u>one</u> idea in a spoken sentence rather than using run-on sentences.	
	Use a tape recorder to tape pupil's normal speaking voices. Have students evaluate themselves.	Tape recorder

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Speaking (continued)	Assign a topic of general interest. Have each student tell one thing about it in a complete sentence. Learn short poems. Stress accent, pronunciation, enunciation. Use role-playing. Plan a TV program, as a quiz show. Use the telephone to practice taking and giving messages and to request specific information. Have students describe one summer experience using the tape recorder. Have students give oral reports on assigned topics. Have students ask or read riddles. Others have to answer in complete sentences. Have each student give oral directions to reach their home. Have students tell a story that they make up as they go along. The teacher might suggest a first sentence and let the student go from there.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Speaking (continued)	When possible, have students make announcements to their class or to other classes.	
	Practice giving oral information about self, as name, address, phone number.	
	Have class develop oral paragraphs jointly. Teacher can reproduce on board or chart paper. Students can then read or tell the story.	
	Learn the pledge to the flag. Work on meaning of various words, as well as manner of speaking.	
	Use speaking exercises to put expression in the voice.	
	Practice saying the same sentence with emphasis on a different word each time.	
	Discuss and practice use of gestures accompanying speech.	
	Show film on use of gestures.	Film: Speech: Gestures
	Discuss ways to agree or disagree with another person courteously.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Speaking (continued)	Have students practice making introductions. Use role-playing to give practice in using different rules for introductions - such as introducing a girl to a boy, an older person to a younger person, an older person to an older person, etc. Practice taking turns during conversations. Discuss courteous ways of getting into conversations. Have each student prepare a short talk for taping. Use choral speaking or oral reading to teach enunciation and to develop retention and recall. Practice saying tongue twisters to develop enunciation skills. Discuss the importance of posture in speaking. Demonstrate correct standing and sitting posture for speaking.	Film: Speech: Using Your Voice

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Handwriting	Handwriting skills should be emphasized throughout the day. Do not have a student change to cursive writing until he has mastered manuscript writing. Formal practice will be necessary to improve handwriting skills.	Film: Writing Through the Ages
	Use film to introduce formal handwriting instruction.	Imaginary Line Handwriting Series - Book 2 (Steck-Vaughn)
	Have able students make reports on early writing (picture writing). From this beginning, guide students in realization of necessity of writing.	Beginning Cursive Book (Steck-Vaughn)
	Use daily practice in formation of cursive letters.	Imaginary Line Writing Pads (Steck-Vaughn)
	Display penmanship wall strips.	Penmanship wall strips
	Practice filling out application forms.	
	Have students practice copying notes and letters.	
	Use films and filmstrips to demonstrate proper handwriting techniques.	
	Work on spacing between letters.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Handwriting (continued)	Discuss need for legible writing. Have students practice a pen instead of a pencil. Use lined writing paper to teach proper sizing of letters. Practice cursive writing of words from spelling lists. Explain the headings that you wish students to use on their papers, the right and left hand margins, etc. Observe students ability to follow directions and incorrect patterns of letter formation they might use. Work individually with students to improve specific weaknesses. Make a check list for students to follow in writing a paragraph. Include margins, centering the topic, indenting the first line of the paragraph, correct letter formation, etc. Have students evaluate their own papers after they finish.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Spelling	Students should be able to read and pronounce words before they can be expected to spell them. Spelling words should be functional and should arise from current work. Later, use word lists. The number of spelling words given a child should be related to his individual ability. Students on higher reading levels will have more spelling words intheir lists. Avoid learning to spell by rules. Use film to introduce formal instruction in spelling skills. Emphasize structure and meaning of spelling words by having students look for beginning sounds, blends, and endings. Teach spelling of words of one syllable by sight. For words of more than one syllable teach spelling by dividing the word into syllables and learn the spelling of the word in units. Have daily drills on spelling lists. Develop exercises pertaining to dictionary skills for the students to work on daily.	Film: Who Makes Words Dictionaries Word Lists.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Spelling (continued)	Write spelling words on flashcards. Have students drill each other.	
	Have spelling bees within the various spelling groups to stimulate interest. Be sure to include many familiar words to the student as well as some new words, so that each student will experience some success.	
	Practice writing and spelling personal names, days of the week, months of the year, vocational words.	
	Use tape recorder to dictate spelling words. Students can then practice individually.	
	Have students use spelling words in sentences.	
	Have students practice writing spelling words in alphabetical order.	
	Have students use spelling words to write simple poems and stories.	
	Have each student make a spelling booklet for individual study, using teacher's help only when needed. Place vocabulary from other areas in these books, as arithmetic vocabulary. Stress keeping these booklets neat.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
V. Grammar and Composition Grammar usage and instruction should be functional. The EMR child will not learn by a list of rules. 1. Capitalization	Use Teachers Manuals accompanying texts for detailed teaching suggestions of skills. The junior high EMR student should learn the following skills: Capitalization: 1. First word of a sentence 2. Names, initials, titles 3. I 4. Proper names, streets, cities, etc. 5. Important words of a title Have pupils learn rules of capitalization as they are needed. Introduce only one rule at a time. Use repeated drills until rule is learned. Use board illustrations before asking child to write. Have written practice work.	I Want to Read and Write (Steck-Vaughn) I Want to Learn English (Steck-Vaughn) Working With Words (Steck-Vaughn) Working With Word Patterns (Steck_Vaughn) Talking and Writing Our Language - Grade 3 Language - Book 4 (Steck-Vaughn) Learning Our Language - Books 1-2 (Steck-Vaughn) English Lessons for Adults (Steck-Vaughn) Steps to Learning (Steck-Vaughn) English That We Need (Frank E. Richard, Pub.) Building Language Power Series Models (Charles E. Merrill) Keys to Good Language Books 3 and 4 Phonics ABC

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. Punctuation	The following punctuation skills should be taught: 1. Period at end of sentence 2. Question mark 3. Use of comma in dates 4. Use of comma in addresses 5. Use of comma in salutation and closing of letter 6. Use of comma in series of words	
	Use films and filmstrips where applicable.	Film: Why Punctuate
	Use board demonstrations.	
	Seatwork drills.	
	Ditto materials.	Continental Press duplicating materials
	Have pupils write questions and then answer them.	
	Have each pupil write his date of birth, using commas.	
	Make address booklets, stressing the use of commas in addresses.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. Apostrophe	Teach use of the apostrophe in contractions. Use contractions that the child uses daily. Practice using them in sentences.	
	Teach use of the apostrophe to show possession.	
4. Writing sentences	Use oral and written drills to show the difference in a group of words and a complete sentence.	
	Films and filmstrips.	Film: Making Sense with Sentences
	Have students write complete sentences about pictures.	
	Write answers in complete sentences to questions the teacher has put on tape recorder.	
5. Writing a simple paragraph	Have pupils write three sentences about one idea.	
	Have students rewrite paragraphs leaving out a sentence that does not belong.	
	Scramble the sentences in a paragraph. Have the students write the paragraph in the correct order putting the main idea first.	
	Have students read paragraphs in other texts to see how all sentences in a paragraph are related.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Writing a paragraph (continued)	Have students write articles for the school newspaper. Show students a picture or let them find interesting pictures in magazines and have them write a story about the picture. They can show the picture as they read the story aloud. Have students rewrite a story they already know.	
6. Letter writing	Teach friendly letter writing in relation to writing a paragraph. Teach the parts of a letter. Give practice in writing the parts correctly. Discuss letter form and purpose of writing letters. Have students practice addressing envelopes. Give suggestions for writing letters and have students write practice letters. Throughout the year, have students write letters to anyone who is absent for several days.	Write Your Own Letters (Noble and Noble)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Letter writing (continued)	Have students correct errors in letters pre-written by a teacher..	
	Have students practice writing thank-you notes. Encourage them to do this when they receive gifts or have something nice done for them.	
	Have students write thank you notes to any resource people who speak to the class or to the managers of any places they visit on field trips.	
7. Verbs	Teach verb usage rather than principal parts of verbs.	
	Teach agreement of verb with subject.	
	Help students develop comprehension of verbs by having them act out many action verbs.	
	Use written exercises to check comprehension of verbs.	
	Draw or find pictures that depict actions. Write verbs on flashcards. Shuffle the pictures and flashcards and have students match them.	

READING

READING

Introduction

The basic skills of reading are the same for the educable retarded child as for the average child. The program for the retarded child progresses at a slower pace with a much longer readiness period. Instruction at each reading level should be prolonged. Educable mentally retarded children need to read many books on the same level from several series. Reading books for the junior high educable mentally retarded child should be carefully selected. They should have mature illustrations and appropriate content for the child studying them. The teaching of some basic reading skills will be continued from the intermediate level. The teacher should review past learned skills for all reading groups. Teachers' manuals accompanying textbooks should be used for detailed teaching suggestions on skills.

Children with special problems need a more individualized reading program. The educable child can learn to read and maintain his reading ability according to his learning capacity. Since each child learns differently, a careful evaluation will determine the best teaching method for him. The reading program should be structured to meet the specific needs of each child. Reading instruction within a class should include several reading groups. While the materials will vary with each group, some of the skills for all levels can be correlated. All

reading groups should include library books on their particular level, signs and labels, teacher-made duplicating materials, filmstrips, records, films, newspapers, telephone directories, magazines, dictionaries, and tape recorders.

A reading program for any child should be realistic. On a junior high educable mentally retarded level, functional reading should be emphasized. A wide range of skills and many types of functional reading should be used. It is imperative that basic skills be taught these children. Most children are not able to devise a method of working out new words for themselves. They must be taught a technique and methods for using the technique. The reading methods and materials that the teacher selects should be evaluated with each new class as the needs and abilities of the class will vary from year to year.

As the mentally retarded child reaches adolescence his reading interests will vary even though his reading ability continues to be limited. On the junior high level basic skills should continue to be emphasized, but reading content at this level should include much information on social and vocational activities. Reading with a goal should be a part of every activity; however, a specific time should be set aside each day for every student to read.

READING

Objectives

1. To instill a desire to read about and be aware of the world and life around the educable mentally retarded child.

2. To build a receptive attitude toward reading.

3. To be increasingly aware of the role of reading in our daily activities.

4. To enable the child to obtain necessary and useful information.

5. To promote continuous progress in reading in order to supply his present needs and his needs in adult life.

6. To foster the habit of reading for pleasure as an enjoyable leisure time activity.

7. To attain maximum reading proficiency and to use it in all curriculum areas.

8. To increase vocabulary skills.

9. To develop listening skills.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Auditory perception and discrimination	Listen for likenesses and differences among familiar sounds. Sound high and low notes on a musical instrument and have children identify them. Hum or play on the piano the first lines of familiar songs and have children identify the songs. Have students identify various environmental sounds. Have students identify classmates' voices and tell the direction they came from. Have students repeat words, phrases, and sentences after the teacher. Use a mirror so child can see placement of tongue, teeth, and lips while making a sound. Teach the sounds of the consonants that are easiest to separate when sounding a word. Have students listen and identify initial, medial, and final consonant sounds.	Charts of pictures with same initial, medial, and final sounds. Picture dictionary Reading games: Consonant Lotto, Vowel Lotto Flashcards SRA Listening Lab Readers Digest Skilltexts Steps to Learning - Book 2 (Steck-Vaughn Co.) Tape Recorder

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Auditory perception and discrimination (continued)	Make a scrapbook of sounds with the same initial, medial, and final consonant sounds. Compile a picture dictionary by placing these sounds and illustrations in alphabetical order. Have students identify words within a spoken sentence that have like beginnings or endings. Have students listen for long and short vowel sounds. Use words in reading vocabulary that begins with consonants child has already learned. After presentation of each new sound, have child find the sound in words he already knows. Encourage students to use the new sound to attack new words in reading lessons. After learning consonant and vowel sounds, give students a short story to read and have them pick out specific sounds. Have students fill in missing words in sentences. Duplicate exercises in which children must match rhyming words. Have students complete simple rhymes that are written on the board or on ditto paper.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Auditory perception and discrimination (continued)	Use choral speaking and reading to develop auditory perception. Use listening activities such as reading a simple story to the class to acquire specific information. Use tape recorder to give directions for worksheets. Children can work individually or in groups. Use tape recorder to tape a paragraph or short story. After listening to the tape, students then fill out worksheets.	
Visual perception and discrimination	Work on configuration by having students note the difference in appearance of words. Ex. dog - doll Duplicate exercises in which students must complete missing parts of letters, words, and pictures. Develop exercises in which students must complete missing parts of letters, words, and pictures. Develop exercises in which students must match letters and words that are alike. Write two columns of words, using the same words in each column but in a different order. Have students match the like words in each column.	Basic vocabulary lists (Dolch) List of safety words List of danger words Commercial materials (Continental Press)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Phonetic analysis	The following phonetic skills should be taught in a sequential manner, emphasizing only one skill at a time. Teacher developed materials may be used to teach these skills. Use Teachers Manuals accompanying textbooks for detailed suggestions on teaching phonetic analysis. Single consonants Irregular single consonants Consonant blends Consonant digraphs Variant sounds (hard and soft c, g) Silent consonants Long and short vowels Y as a vowel Diphthongs (vowel blends) Vowels controlled by r, w, l Irregular vowels Have students find pictures to match blends learned. Make a list of blends studied to use for later spelling studies. Have students underline initial consonant sounds in their reading material. Dictate words containing initial blends (words that they would not ordinarily be able to spell). Have them write (or work orally) the initial blend that they hear in each word.	Continental Press duplicating materials Phonics Skillbuilders Text workbooks Phonetic word drill cards Dolch word games: Consonant Lotto Vowel Lotto Phono Wheels

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Structural analysis	The following structural skills should be taught, utilizing a variety of methods and materials as class demonstrations, pupils giving oral examples, finding examples in selected reading materials and sight vocabulary materials Endings Plurals Compound words Root words Prefixes Suffixes Possessives Contractions Comparatives Syllabication Accent Inflection Variations of words	Text workbooks Dictionary Sight vocabulary list Chart stories Selected reading materials

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Oral reading	Oral reading should follow presentation of material, vocabulary development, guided reading of story and independent study by pupil. All of this cannot be covered in a single lesson. Give special guidance in interpreting punctuation, (stopping at periods, pausing at commas and raising the voice for questions). Place some emphasis on continuing the thought from one sentence to the next. Give each student an opportunity to read aloud individually to the teacher. Observe the pupil's phrasing ability, pronunciation, inappropriate reading "voice", ability to attack a new word, observe endings on root words, word meanings, etc. Have students dramatize stories after they have been read to demonstrate their understanding of the story. Have students make up riddles about story characters. Have pupils read aloud as a group or individually. Ask certain pupils to tell what was read.	Basal texts Work texts Children's Newspapers Weekly Reader Know Your World School Newspaper

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Oral reading (continued)	Have students do choral reading to develop proper phrasing. After oral reading, have a student tell the story in his own words. Have the class write simple summaries of the story read. Let students pick out a story that interests them and prepare it for oral reading to the class. Let them also prepare questions, with the teacher's help, to ask the class after the reading is finished.	
Silent reading	When making an assignment for silent reading ask leading questions to determine the main idea. Have pupils read silently to find the answers. After silent reading, ask oral questions first, then hand out written questions, using different questions for different children. Have pupils read silently to locate specific information, as who, what, when, where, and why.	Short selections to read silently. Weekly Reader Reading Skill Builders Library books How to Read Better - Book 1 How to Read Better - Book 2 (Steck-Vaughn) (These worktexts can be used only with better readers as they are on 4th & 5th grade reading levels.)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Silent reading (continued)	After pupils read silently have them give oral or written reports of materials read. Have students read a story silently and then tell the story in sequential order. Have students prepare drawings to illustrate stories they have read. This can be an individual or a group project. Let a better reader go to the library and read a short story there. After returning to the class, the pupil will tell the story to the class. Let each child choose a Readers Digest Skilltext (on his reading level) to work on for a specified period of time (perhaps a week). Do follow-up activities after each lesson. Have each student make a list of unfamiliar words and see how they are used in the story. If there are non-readers in the class, secure enough easy reading books for each student. Record the story and allow the students to listen and read simultaneously. If convenient, allow students who read well to record the story for the non-readers. The non-readers could also dramatize the story.	Film: "Reading With a Purpose"

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Silent reading (continued)	Before beginning a new lesson, review words and activities from previous lesson. Make a spelling list for later use from new words in reading lesson.	
Developing comprehension	Read a story to class and ask oral questions.	Checkered Flag Series (Field Ed. Publications)
	Have students make up titles for stories read to them or stories they have read.	Bowmar Reading Incentive Program (Stanley Bomar Co. 4 Broadway Street Valhalla, N. Y. 10595)
	Read a story to class, omitting the ending of the story. Have students foretell the ending or write a different ending.	Bank Street Readers (McMillan)
	Have students tell what they think might have happened after the story ended by adding another paragraph to the story.	
	Use worktext exercises to check comprehension of material read.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Developing library skills	Learn the physical arrangement of the library. The following library skills should be taught: Use of card catalogue Use of encyclopedias Use of the atlas (All students on a junior high level will not be able to master all library skills. However, library lessons should be planned so that each student can make use of the library and experience a feeling of success in so doing.) Take students to a public library. Have them notice similarity of public library to school library. Help them to realize that all libraries are set up the same way and once they learn a library skill, they will be able to use it anywhere. Show films as an introduction to library skills. Show the same films again or use additional films to stimulate interest.	Films: Library Organization Writing a Book

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Dictionary skills	Teach sections of the dictionary. Teach alphabetical order to the third letter. Give students much practice in locating words in a dictionary. When you assign a word ask the student if the word can be found in the first, middle, or last part of the dictionary. Teach them to find the general section first and then locate the specific word. Introduce diacritical markings and teach students to use these as an aid to pronunciation. Give oral drills in correct pronunciations of words. Have students use a word in several different sentences to show that a word may have more than one meaning. Aid the students in selecting the correct meaning for the usage they make of a word. Discuss and give practice in using Guide Words on each page. Show students how the accent mark is an aid to pronunciation. Make simple dictionary booklets. Have students find pictures to match words.	Dictionaries

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Functional reading		
1. Reading maps	Draw simple maps on the board. Start with a map of the schoolroom and then progress to maps of school and local community. Have students point out and help fill in streets and landmarks on these maps. Continue working on directions (E, W, S, N, NE, NW, etc.) while doing map work. Plan a field trip in the community (ex. Nature Museum). Draw a map of route to take. Draw a map of building before and after the trip.	Teacher drawn maps Local maps obtained from Service Stations, Chamber of Commerce, etc.
2. Written assignments and directions	Write simple assignments on the board. Teach pupils to read them independently. Gradually increase the complexity of the directions. List activities for the day on the board. Have students copy the list and then cross off each item as it is completed. Write out messages for pupils to read and give to another person orally.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Functional reading (continued)		
3. Current events	Allow pupils to put notices they find interesting on the bulletin board.	Bulletin boards
		Children's Newspapers
	Frequently post brief notices of general interest on the bulletin board.	Daily newspapers
		Cartoons
4. Job related reading	Provide reading material related to jobs or job training for students to use in guided study periods and in free reading time.	
5. Protective reading	Have pupils make scrapbook of common signs used for safety and protection.	Teacher and pupil made charts
	Have pupils drill each other with flashcards.	Flashcards
		Lists of safety and protection words
	Make up stories using protective words. Leave blanks for the words and have students fill in the blanks.	
	Use role-playing. Associate the actions with protective words and signs.	
6. Content reading	Read textbooks (as Health, Science, Social Studies, etc.). Use exercises in worktexts to check comprehension. Write questions on the board for students to answer after reading textbook materials.	Textbooks - Health, Science, Social Studies, etc.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Functional reading (continued) 7. Newspapers and Magazines	Discuss layout of newspaper. Tell major sections of paper and information that can be found in each section. Use teacher made worksheets to check comprehension of skills. Use workbook Newspaper Reading for exercises on this type of reading. Take a field trip to newspaper office. Have discussion and reports after the trip. Compare children's newspapers - Weekly Reader and Know Your World - with daily newspapers. Display a classroom copy of daily newspaper as well as children's newspapers for students to read in free time. Display various magazines in the room and allow time for students to look at or read them. Help students realize benefits as well as pleasure that can be derived from newspapers and magazines.	Weekly Reader Daily newspapers Know Your World Newspaper Reading (GaryD. Lawson 9488 Sara Street Elk Grove, California $1.60 per copy) Magazines

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Developing an awareness of relationships	Teach the following skills: Synonyms - Antonyms Homonyms Definitions Family relationships Cause and Effect Drawing conclusions Fact-Fancy Figures of Speech Emotional Reactions Devise games to heighten interest in learning skills. One example is a variation of the spelling bee. Divide the class into two teams. The teacher says a word. A person on one team must give a synonym for the word. A person on the other team must give an antonym. Allow students to use dictionaries as this will give practice in the use of the dictionary as well as practice in developing other skills. Have students try to use two words with opposite meanings in the same sentence.	Readers Digest Skilltexts

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Reading for pleasure	Build classroom library of high interest - low vocabulary books for free reading.	High interest - low vocabulary books
		Teen Age Tales
	Plan classroom space (reading table, book shelf) where pupil can go to read.	
	Provide magazines, newspapers. Allow pupil to read anything that interests him (such as cartoons, jokes, poems).	Selected comic books
		Magazines
	Suggest ideas for reading as recipes, self-care articles, etc.	

ARITHMETIC

ARITHMETIC

Introduction

Basic number concepts taught in elementary grades need to be re-emphasized and continued on the junior high level in a concrete and practical manner.

Educable mentally retardates will show much variation in ability and background. A curriculum must contain meaningful and practical work in which each child can succeed. Teaching methods must be geared to the individual abilities of the pupils. Content emphasis will vary with different pupils, but all arithmetic work should be interrelated to the students' everyday life experiences and to his future needs insofar as possible. Correlation with other subjects will enable the student to apply arithmetic in solving his everyday problems.

Even though emphasis is placed on practical and functional arithmetic for the EMR pupil, the teacher still must provide much drill work in the fundamental concepts of arithmetic. These drills should be of short duration and should be used frequently.

Educable mentally retarded students must be shown that arithmetic is useful and necessary in his life. He must know why he needs to learn arithmetic. Rote mastery of skills will be of little benefit to the EMR child.

ARITHMETIC

Objectives

1. To recognize that mathematics is a part of our daily activities.
2. To be able to count, read, and write numbers as needed in everyday living.
3. To be able to apply basic number skills to everyday problems.
4. To be able to use measurements as needed in daily living.
5. To be able to tell time and to use concepts of time as needed in daily experiences.
6. To recognize money by sight and by value.
7. To develop a useful and meaningful arithmetic vocabulary.
8. To introduce simple banking and services banks perform.
9. To introduce the fundamentals of budgeting and the benefits derived from budgeting.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. Basic Skills	Use oral drills with basic combinations.	Concrete objects
A. Addition	Use chalkboard drills	Flashcards
1. Mastery of addition facts	Put together two groups of objects into groups of ten until the pupil has mastered these combinations.	The New Working With Numbers - Book 2 (Steck-Vaughn)
2. Addition with carrying	Teach the reverse combinations at the same time. After the pupil is able to recognize a group by sight,	Working With Numbers - Book 3 - (Steck-Vaughn)
3. Addition with zeros	gradually increase the sum of the groups.	Working With Numbers - Book 4 (Steck-Vaughn)
4. Simple column addition	Use flashcards to increase mastery of addition.	Steps to Mathematics 1 Steps to Mathematics 2 (Steck-Vaughn)
5. Checking addition	Teach the child to see amounts in terms of tens and one. Use counting sticks or tickets arranged in groups of tens. Gradually work from using concrete objects toward abstract reasoning.	Cambridge Adult Basic Education Series Arithmetic 1
6. Addition of dollars and cents	Use films and filmstrips for illustrations and reinforcement.	Counting sticks or tickets
	Use number line to teach addition and subtraction.	
	When teaching addition of dollars and cents, use only two coins at first. Practice putting two groups of coins together by separating the groups into two piles of like coins. Gradually increase complexity of this skill.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
7. Appropriate vocabulary and symbols add, plus, put together, more, sum, total, altogether, etc.	Teach appropriate vocabulary and symbols for each skill as the skill is being taught. Make flashcards and charts of the vocabulary and symbols to be used for matching exercises.	Flashcards Teacher made charts
B. Subtraction		
1. Mastery of subtraction facts.	Begin with a small number of objects. Take away part of the group. Use oral practice before asking the child to write the answer. Use flashcards to increase mastery of subtraction.	
2. Subtraction with borrowing	Use bundles of sticks to teach borrowing. Take away part of the group. Show that one group of 10 sticks must be broken up into ones in order to subtract.	
3. Subtraction with zero		
4. Subtraction with dollars and cents	Use films and filmstrips for illustration and reinforcement.	
5. Checking subtraction.	Use dimes and pennies at first when teaching subtraction with dollars and cents. Show that one dime has to be changed into pennies before subtracting.	
6. Vocabulary more than less than, minus, larger, smaller, take away, subtract, etc.	Use flashcards and charts to teach sight recognition of subtraction vocabulary.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. Multiplication and Division	Teach these two skills as inverse relationships. More emphasis should be placed on multiplication than division since this is a process that the child will use more as an adult. Use practical, meaningful experiences to teach these skills. For example, plan to bring some candy to class. Ask how many pieces you should bring if each child is to get two pieces. After the teacher has brought candy, ask how many pieces each child will get. Teach all division by the long division method. This is easier to understand and does away with the necessity of teaching one process by two methods.	Films: Meaning of Long Division-Multiplication for Beginners
D. Fractions, decimals, and percentages	Explain why we use fractions. Explain denominator and numerator. Use many varied experiences to teach concepts of whole, half, fourth, third, etc. Have students fit together fractional parts to make a whole.	Films: Adding Fractions Meaning of Fractions Multiplying Fractions Parts of Things What are Fractions Meaning of Percentage Per Cent in Everyday Life

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
D. Fractions (continued)	Provide games using fractional parts for the students.	Games that contain fractional parts
	Bring articles to class to be divided into parts (apples, candy bars, etc.)	Articles to be divided into parts
	Move from oral work to written work on addition and subtraction of simple fractions.	Written exercises (ditto sheets) Worktexts Continental Press duplicating materials
	Explain and give practice work on finding lowest common denominator.	Working With Numbers (Stock)
	Work on reduction of fractions.	
	Work on decimals and percentages in the junior high arithmetic program should be of a functional nature. Stress only the skills that the pupil at this level needs in his everyday living.	Films: What are Decimals Decimals are Easy Meaning of Percentage
	Explain the use of decimals in dollars and cents.	
	Explain the meaning of digits to the right and left of decimal point.	
	Develop knowledge and skills necessary to compute sales tax on various items.	
	Use films to introduce and strengthen knowledge of skills pertaining to decimals and percentage.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Fractions (continued)	Explain the relationship of percentages to fractions and decimals. For example, 50% is the same as ½ or .5.	
II. Reading and Writing Numbers	Practice reading and writing numbers at every opportunity, as phone number, house number, room number.	Telephone Directory
A. Identifying and writing numbers	Make address book of class members listing each child's address and phone number.	Textbooks
B. Counting by 1's, 2's, 10's to 100	Fill out simple application forms - date, date of birth, house number, phone number, etc.	Calendars
C. Ordinal numbers to tenth place	Fill out order blanks from catalogues using page number, item number, etc.	Mail order catalogues
D. Symbols of fundamental operations	Count books in room by 1's, 2's, etc.	Maps
E. Writing numbers in columns from dictation	Count off classmates by 3's, 5's.	Films: How Do You Count Let's Count Understanding Numbers: Big Numbers Donald in Math Magic Land The Idea of Numbers Number System
	Look at textbooks and find copyright dates.	
	Use maps - look up mileage from town to town.	
	Read and write auto license numbers.	
	Study price lists. Practice reading orally.	
	Use ordinal numbers as needed. Use calendar work daily.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
III. Time Concepts	Discuss history of time.	Large classroom clock
A. Meaning of o'clock, clock, hour	Find pictures of early methods of telling time such as sun dial, etc. and make scrapbook showing evolution of time pieces.	Individual cardboard clocks
B. Time as related to important daily activities	Teach A.M. and P.M. by adding these to any references made to time. Ex. It is 11 A.M. - time to go to lunch.	Continental Press duplicating materials
C. Telling time by the hour, half-hour, quarter-hour	Use oral drills pertaining to time.	
	Have daily written drills using commercial or teacher made materials.	
D. Meaning of afternoon, morning, evening, midnight, noon	Use ditto sheets of clock faces showing certain times and have students fix individual clocks to show correct time.	
E. Meaning of A.M. and P.M.	Use ditto sheets of blank clock faces and have students mark times on the faces dictated by the teacher or written on the board.	
	Have pupils practice telling time by hour, half hour, quarter hour.	
	Have pupils make clocks using Roman and Arabic numerals.	
	Have pupils make out daily time schedule for school and home.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
IV. Calendar	Use calendar daily, letting pupils mark day of the month.	Large calendar
A. Practice in locating the day of the week and date of the month	Have pupils make calendars to tape to their notebooks	Small pupil-made calendars
	Have oral and written drills on days of the week and months of the year.	Duplicating materials
B. Holidays	Recognize pupil's birthdays, special holidays, etc.	Films: The Calendar - Our Record of Time The Calendar - Days, Weeks, Months
C. Birthdate		
D. Weather Record	Learn the number of days in each month.	
	Have each pupil compute his age in years, months, weeks, and days.	
	Prepare exercises on daily weather and seasonal activities. Tie this in to calendar work.	
V. Money		
A. Identifying and writing money with ¢ and $ signs	Use real money if possible until child has a fair understanding of money. Then switch to play money if it is more practical.	Continental Press materials Money Makes Sense Using Dollars and Sense
B. Sight recognition of dollars and cents up to $10.00	Set up a classroom store using various boxes or items teacher and students have brought.	Games: Monopoly

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
V. Money (continued)	Use oral and written drills to learn to identify money.	
C. Use of newspaper for practice using money	Give each child a specified amount of money. Let him use newspaper advertisements to select an outfit, listing each article he bought and the price for it. The child then adds prices of articles to find total cost. If the total cost goes over the amount of money he has, he must exchange some articles for cheaper ones. Let children pretend they are getting married and have saved $500 to buy furniture and appliances. He may shop in the advertisements for sales or in the "want ads" for used things. The student will quickly see the difference between necessities and luxury items. Use Thursday edition of The Charlotte Observer for food ads. Have children make a shopping list and add cost of groceries. Be sure to add sales tax to total cost.	Newspapers
D. Making change up to $5.00	Practice making change. For practice, give each child mimeographed copies of price lists. Have them count the change that would be returned if the customer gave them $1.00, $2.00, $5.00.	Films: Money and Its Uses Making Change for a Dollar

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
V. Money (continued)	Learn values and symbols of money by using oral discussions and written exercises.	
B. Value of penny, nickel, dime, quarter, half-dollar	Have students list items they think can be bought for penny, nickel, dime, quarter, and half-dollar. Then look for these items in newspaper advertisements to find actual cost.	
F. Practical knowledge of money	Give students much practice in computing sales tax on various items. Have students make a chart for sales tax similar to ones found on cash registers.	
	Discuss quantity buying. Compare prices of single items with items bought in quantity.	
	Discuss cost of credit buying. Help students understand that they pay back more than the cost of the article they bought.	
	For practical experience, give each student mimeographed copies of lunch menus and prices. Tell each student they have a certain amount of money to spend for lunch. Let them order a meal within the budget of what they have to spend.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Money (continued)	If possible, take students to a public cafeteria (as the S & W) and let them eat a meal there paying for their own lunch.	
VI. Banking (simple)	Discuss services of banks Checking accounts Savings accounts Loans Travel Checks Bonds The banks in Charlotte will give you much material - blank checks, etc. Invite a person from a bank to come in and talk to the class. Take a field trip to a bank. Take a field trip to the Federal Reserve Bank. Compare interest on bank loans with interest on loans from loan companies. Use films and filmstrips to strengthen learnings.	Films: How Banks Serve Pay to the Order of Using Bank Credit Filmstrips: Managing Your Money Series Earning Your Money Paying Your Bills Spending Your Money Borrowing Money Making Money Work for You Buying Insurance
VII. Budgeting	Discuss sources of family income and expenses of the family. From this discussion help students see need for budgeting in most families Have students make sample budgets for given amounts of income.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VIII. Measurements	Teach measures that are within the experience of the child.	Various measuring instruments - rulers yardsticks tape measure scales measuring cups measuring spoons
A. Simple linear measurements	Give oral and written tests for knowledge of common measurements.	
B. Liquid measurements	Measure heights and weights of students at various times during the year. Compare the heights and weights to see gains or losses.	Charts of measurements
C. Dry measurements		Films: Measurement Let's Measure: Cunces Pounds, and Tons Let's measure: Pints Quarts, and Gallons Let's Measure: Inches Feet, and Yards Weights and Measures
D. Weight	Measure furniture in the room and measure size of the room. List and learn meanings of measuring tools: thermometer ruler clock calendar jars scales spoons cartons Discuss how we use measurements in daily living. Discuss and weigh different foods. Compare weights of various sizes of articles from the grocery store. For instance, find the weight of small, large and economy sizes of detergents. Plan to make something simple as place mats or cookies, etc. Stress accurate measurements of parts.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VIII. Measurements (continued)	Estimate measurements and then measure items to compare the estimate with actual measurement. Discuss sizes of clothing, shoes, etc. Explain that this is a type of measurements. Do simple scale drawing of classroom. Estimate the distances from classroom to the gymnasium, the office, the library, and the counselor's office. If possible measure these distances and compare with the estimates.	
IX. Problems		
A. Informal problems	Plan problem solving in relation to daily experiences of pupils.	
B. One-step problems limited to addition and subtraction	Use problems in connection with teaching of each fundamental operation. Develop story problems pertaining to daily activities of students rather than relying on problems in work texts. These are not always meaningful to the student.	
C. Fundamental concepts of problem solving implied in such words as total, in all, altogether, how much more, difference, sharing, etc.	Dictate number problems and have students write the numbers as the problem is read.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
IX. Problems (continued)	Have students work simple problems. Check for weaknesses in problem solving and provide individual activities. Have students tell the teacher of difficulties that they are aware of within themselves.	
X. Social Uses	Make up problems pertaining to daily school activities of children. Use natural situations whenever possible.	
A. Cafeteria		
B. School store	Develop and work on money problems as related to lunchroom and the purchase of school supplies.	
C. Library - fines and damages.		
D. Books and supply fees	Distribute list of cost of food in lunchroom and a list of school supplies which can be purchased at the store with their cost. Have students plan before they go to the cafeteria or to the school store what they will buy and how much it will cost.	
E. Address - phone numbers		
F. Finding page numbers	Have students figure the fees they owe for books at the beginning of the year.	
G. Heights and weights	If any students plan to pay their fees on a weekly or monthly basis let them keep a record taped to their notebook and do the necessary arithmetic each time they make a payment.	
H. Sales tax		
I. Budgeting as it applies to personal purchases.		
J. Recognizing bargains		

SOCIAL STUDIES

SOCIAL STUDIES

Introduction

One of the major goals in the education of the mentally retarded is the development of adequate social maturity. Mentally retarded children are isolates in the regular grades, largely because of unacceptable socialbehavior and not always because of poor learning ability.

Formal instruction of basic social concepts is important, since we can expect limited incidental learning from these children. Due to the limited socio-economic background of many of the EMR's, basic social concepts need to be taught in the classroom.

The aim of Social Studies teaching is two-fold:

1. The development of social consciousness.

2. A knowledge of our culture.

Social consciousness includes a modification of personal behavior to conform to acceptable group standards; the ability to share responsibility and rewards as a member of a group; the impulse to assume and discharge fully all obligations to the situation in which one finds oneself- head or member of a family group - worker - citizen - etc.; and the desire to improve one's lot in life, in keeping with ethical standards.

A knowledge of our culture includes information about the community in which we live, its resources and health services, education, recreation, acceptable social activities, religious life, and employment opportunities. It also includes a broader knowledge of our city, our government, service agencies, and a picture of the many patterns of life today. The emphasis in the area of our culture is on the present and the future; the history of our city, county, state, and country is presented as one means of interpreting more fully the situation in which we find ourselves today.

Social Studies instruction is both direct and indirect. The indirect presentation is made through the daily living in the classroom. The direct presentation is offered through study of the various aspects of our life today with a conscious emphasis upon responsibility, relationships, and cooperation. Although social studies concepts are interspersed throughout the curriculum, a specified period of time should be allowed each day for formal instruction in this subject.

The outcomes of a Social Studies program for the mentally retarded should be the students' understanding of the place of the student in a family, the family's place in the community, and the personal qualities necessary for this place. The student should be made aware of the kind of facilities and services of his community and how all of this relates to the satisfaction of his needs for daily living.

SOCIAL STUDIES

Objectives

1. To develop an understanding of oneself and one's role in the family.
2. To develop an understanding of family living as a basis for community living.
3. To develop an increasing ability to get along with others.
4. To develop growth in adjusting to new situations.
5. To develop an appreciation of community services.
6. To develop an appreciation of and a desire to be good citizens.
7. To understand that each person has a contribution to make to society.
8. To know how the school, the family, and the neighborhood relate to the whole city.
9. To develop a basis for understanding of local government.
10. To learn some important facts about North Carolina.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Orientation	Take a tour of the school plant paying particular attention to location of rooms students will need.	Large map of school Individual maps of school
	Have a camera to make pictures of the school tour. Make a booklet about the school using the pictures and stories written by the students.	
	Make a list of the school staff. Work on capitals and abbreviations. Have students make drawings of staff members and display these in the room.	
	Invite various school personnel to class to give general description of their job (principal, assistant principal, counselor, secretary, janitor).	
	Have pupils interview various staff members and report to the class.	
	Formulate classroom rules. Discuss why rules should be observed.	
	List and discuss school rules and regulations.	School handbook
	Practice changing classes.	
	Have students fill in a diagram showing where various rooms are. Include room number, as well as teacher's name and subjects.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Orientation (continued)	Discuss curriculum plans for the year with students.	
	Practice fire drills separately before an actual fire drill.	List of school rules pertaining to fire drills
	Discuss extracurricular activities of the school and encourage students to participate.	
	Learn how to use lockers and when to use them.	
	Discuss and formulate list of duties pertaining to physical care of classroom.	
	Let the class help plan a bulletin board that can be put up the first or second week of school. Use ideas about the school and general facts about Charlotte.	
	Make weekly charts assigning duties on a rotating basis.	
	Make and display daily time schedule.	
	Help the students make a school calendar that can be displayed in the room during the year. Put all school dates on it. As the year passes, events can be added. Work on days of the week, months of the year, various holidays, etc. in conjunction with calendar work.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Understanding of Oneself 1. Self-understanding	Discuss why people behave as they do. Help child to understand that he is an individual. Have pupils write stories about themselves and read to the class. Discuss each child's role in school. Make charts on acceptable behavior in school. Role-playing - acceptable and non-acceptable behavior in different situations. Discuss getting along with people who are different from us (background, race, religion, etc.) Have students read stories in <u>Famous Negro Americans</u> or teacher can read these stories to the class. Make bulletin boards and booklets on dating problems. Allow ample time for free guided discussions of dating problems.	Films: Act Your Age The Bully Belonging to a Group The Good Loser Making Friends The Procrastinator The Show-Off Shy Guy The Griper <u>Famous Negro Americans</u> (Steck-Vaughn) Films: Choosing for Happiness A Date for Dinner Dating Do's and Don'ts

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Understanding of Oneself (continued)	Discuss going steady. List on the board advantages and disadvantages. Initiate oral evaluations of self and class members. Units of work may arise from these discussions.	
2. Personal Appearance and Health	Plan and teach units on grooming, cleanliness, care of parts of the body (skin, teeth, hair, etc.), proper diet, sleep habits, basic body functions. Use concrete materials where possible. For example, free toothbrushes and toothpaste may be obtained from various places. Assemble kits for personal grooming. For example: deodorant, comb, brush, toothbrush, toothpaste, etc. Have daily inspection of hands, ears, nails, teeth, and skin. Make weekly inventory charts for grooming. Invite resource people to speak to class. Ex. school nurse beautician barber clothing salesman	Filmstrip: Personal Appearance Films: The Clothes We Wear Clothing The Care We Give Our Clothes (Steck-Vaughn) New Fabrics, New Clothes and You (Steck-Vaughn)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. Manners and Courtesy	This subject should be taught all year in natural situations rather than planning one unit on it.	
a. Table manners	Invite cafeteria worker to speak to class on table manners. Plan a simple party in the room to practice good table manners. Remind students daily of this. Make diagrams of correct table settings. Have students practice setting table. Do not emphasize use of many utensils that they are not likely to use.	Filmstrip: Table Manners
b. Politeness	Use daily reminders to keep students aware of what is expected of them in politeness. Plan bulletin board displays depicting politeness.	Filmstrips: School Function You're in Public Personal Relationships You're on a Trip
c. How to behave in assembly programs, field trips, sports events, etc.	Make bulletin boards to stress good behavior at public events. Have class discussions before participating in events. Evaluate behavior afterwards. Use charts, films, and filmstrips to reinforce learnings on expected behavior at public events.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Manners and Courtesy (continued)		
d. Meeting others	Role-playing to practice making introductions. Use every natural situation that arises to let students make introductions. Make charts of rules for introductions. Use films and filmstrips.	
e. Telephone manners	Use Bell Telephone Kit for role playing. This is a complete unit in itself and can be taught in approximately two weeks.	Bell Telephone Kit
f. Social standards	Units can be developed on the following subjects. Opportunities will arise daily for discussion of these. Use natural situations and create other situations to stress development of these skills. a. Getting along with others b. Building self-confidence c. Teaching responses to criticism and suggestions d. Learning to think of others e. Sharing hobbies and games f. Teaching student to assume responsibilities g. Teaching student to complete tasks started	Filmstrips: Growing in Citizenship Series A Good Citizen Respects Property A Good Citizen Lives Honestly A Good Citizen is Well-Informed A Good Citizen Obeys Rules and Laws A Good Citizen Grows in Responsibility A Good Citizen Cooperates With Others

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Social standards (continued)	h. Work on building continuing friendships i. Teaching student to control temper j. Develop habits of obedience, self-control, cooperation, cheerfulness, punctuality, and reliability.	
g. Safety at school, home and on the street	Have general class discussions on safety in various places. Use films and filmstrips to reinforce safety advice. Invite resource persons to speak to class (policeman, etc.) Make class charts and booklets showing safety measures. Find newspaper pictures showing various types of accidents. Have class discussions on how they might have been avoided. Observe students throughout the day for safe or unsafe practices. Point out the safe practices you have observed as well as unsafe ones.	Films: Fire Prevention in the Home

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Family a. Relationships of family members	Teach relationships of family members. Have students draw pictures of their family or bring photographs to be displayed. Discuss makeup of various families. Stress that families are different. Ex. Some families have father, mother, children. Other families might be made up of mother and children. Still others might consist of grandmother and children. Write stories about family.	Suggested Curriculum List State Dept. of Public Instruction 7th Grade The Family You Belong To The Friends You Make (Follett) In Your Family Plans for Living You and Your World (Fearon) 8th Grade The Person You Are The Town You Live In (Follett) In Your Community In Your State (Fearon) 9th Grade Foundations of Citizenship (Frank E. Richards) In Your Country (Fearon) My Country (Steck) Your Family and Your Job (Noble) How We Live (Noble)
b. Appreciation of roles of family members.	Discuss various jobs of mothers and fathers. Emphasis should be on the fact that in a happy family every member makes a contribution.	
c. Ways to help in the home	Collect and mount pictures that show ways of helping at home. Practice housekeeping duties such as dusting, cleaning, etc. in the room.	
d. Playing together with the family	Plan bulletin boards showing families playing together	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
e. Sharing in the family	Discuss ways in which students can share with family members.	Films: The Family Baby Sitter
f. Tolerance for unfortunate situations in the home.	Discuss specific problems pupils might have at home. Read stories to the class that show how teenagers cope with various family problems.	
g. Teenagers need and struggle for independence	Class discussions on why teenagers feel they must rebel and why parents react as they do. Show films and filmstrips.	
2. Economic Learnings a. Understanding of home activities related to providing food, clothing, and shelter.	Discuss jobs of family members and probably incomes from these jobs. Use chalkboard to work out example budgets for various incomes. Have pupils work out budgets that fit their particular income level.	
b. Homemaking Skills 1. How child can help with meals 2. How child can help with keeping the home clean. 3. Caring for younger children 4. Caring for clothing.	Have pupils make individual records of jobs they can do to help at home. Discuss how caring for clothing can save money.	The Care We Give Our Clothes (Steck)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. Religious and Moral Learnings a. Teaching student to be honest with himself and others.	Many opportunities arise each day for spontaneous and incidental teaching of these concepts. Initiate class discussions. Encourage all students to participate.	Teen Age Tales
b. Concepts of right and wrong (1) cheating (2) lying (3) stealing (4) using bad language	Use films and filmstrips Read stories to the class that stress concepts you are teaching. Discuss different churches students attend, taking care not to interject personal feelings or attitudes. Have students bring in church bulletins from churches they have attended.	Films: Cheating
4. Use of Leisure Time a. Appreciation and enjoyment of games, poems, stories, songs, rhythms, music, and dancing.	Display reading material pertaining to leisure time activities. Allow class time for teaching some leisure time activities. Ex. dancing listening to records. Teach students to play outdoor games as Red Rover, Red Light, etc.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Use of Leisure Time (continued) b. Use of recreational facilities such as the library, park, TV, churches, etc.	Have students report on leisure time activities of weekend. Discuss time and money spent on various leisure time activities. Discuss ways students might earn money to spend for leisure time activities. Encourage participation in community activities, as library, park, Y.M.C.A., Y.W.C.A., Scouts, etc. Discuss church activities available to students. Display newspaper clippings explaining and announcing leisure time activities in the community. Locate movie theaters on a city map. Use newspaper to see what movies are playing. Discuss appropriate movies for this age student. Discuss things students can do for fun with friends, as bowling, picnics, parties, movies, roller skating, ice skating, etc.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
c. Hobbies and interests	Display pictures of various hobbies or interesting activities for this age student.	Pictures
	Encourage students to begin hobbies.	
	Exhibit collections or hobbies of pupils.	
d. Proper behavior and dress for various leisure time activities	Make charts showing proper dress for various occasions.	
	Let students look through catalogues and cut out outfits suitable for various occasions.	Catalogues
	Have class discussions on proper behavior in various activities.	
	Use role-playing for proper behavior in certain situations. Let students act out bad behavior, then discuss it and let them work out more acceptable behavior for the situation.	
	Instruct students to observe good and bad behavior of strangers during leisure activities and then report on their observations in class.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Community	Draw maps of the community.	Foundations of Citizenship Book 1 (Frank B. Richards) (For 9th Grade)
1. Knowledge of places in the community, such as stores, steets, churches.	Make a model of the community using milk cartons, etc. Take a walk around the school community pointing out various places of interest. Use films and filmstrips.	The Human Value Series Values to Learn (Steck-Vaughn) (For 8th Grade)
2. How to help in the neighborhood	Have class discussions on ways to help in the neighborhood. For example, if an elderly person lives in the neighborhood, the student could run errands for her or help clean the yard, etc.	Values to Share (Steck-Vaughn) (For 9th Grade) Communities and Social Needs (Laidlaw) (For 7th Grade)
3. How to have a friendly neighborhood	Emphasize that in order to have a friendly neighborhood, the student will often have to take the initiative. Encourage students to speak to everyone in the neighborhood. Have them report to class on interesting experiences that might arise from this.	Target Series: Mafex I Live In Many Places The Old Shoe Mystery Films: Our Community Problems of Housing
4. How to have a pretty neighborhood	Make scrapbook of pictures of attractive homes. Discuss why these homes are attractive and the work and pleasure involved in keeping them attractive.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Community (continued)	Discuss specific ways in which each student can make his own home and yard more attractive and at the same time improve the appearance of the neighborhood.	
5. Community facilities for enrichment	Take a field trip to places in the sommunity, such as park and libraries.	Film: Communications and the Community
6. Community resources	Help students learn how and when to use community resources, as: a. emergencies - telephone, fire police, doctors b. communications - letters, postal service, telegrams, telephone, newspaper	
The City 1. Dependence of family, neighborhood, and city on other people for food, shelter, and clothing.	Use class discussions, films, and filmstrips to show dependence on others for basic necessities. Make posters showing evolution of a house - lumber is grown by one person, has to be processed by another, bought by another, house built by another, etc. Trace route of food from farmer to city homes. Trace evolution of a cotton garment from cotton plant to retail store. Compare ways we live with ways pioneers lived when they were totally dependent upon themselves for basic necessities.	Films: The Changing City Growth of Cities Living City

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The City (continued) 2. Realization that the world extends beyond the immediate environment of the child - that many of the things in daily use come from distant places.	Examine objects in the room and list the different places they came from. Ex. books, clock, furniture, etc.	
3. Knowledge of different workers in the neighborhood and city and proper thoughtfulness for people in these areas	List as many community workers as students can think of. Discuss how different workers serve us and qualifications different workers must have in order to serve us. Take field trips to as many places as possible to cement learnings on various workers. Display books on community workers and allow time for students to look at and read them. Invite various workers to class, as policeman, fireman, bus driver, phone company representative, etc.	They Work and Serve (Steck-Vaughn)
4. Ability to use local transportation system	Take a bus ride. Many students will already have the ability to ride alone and transfer on busses. Discuss proper behavior and conduct on busses. Emphasize that many times proper conduct is necessary for safety reasons.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The City (continued)	Read and discuss newspaper stories on how agencies help people in need.	
5. City agencies	Discuss and list services of various agencies.	
	List agencies where families might go to receive help. Ex. Health Department Welfare Department Clinics	
	Collect literature on various agencies and make a scrapbook or file of them.	
Government		
1. The school	Use any available literature on school government. For example, the Student Council Guidelines.	
	Encourage participation in Student Council activities.	
	Allow time for class representative to report on Student Council meetings.	
	Have class discussions on need for school government and emphasize democratic concepts of this government.	
	Discuss the Board of Education - what it is - services it performs - who is on the board - how they are chosen - and how they help us. Bring in newspaper clippings on various board actions.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Government (continued) 2. City and county government	Discuss who makes the rules for our city. Help students see that through voting, everyone can have a voice in the rules that are made. Make a chart showing structure of local government. Discuss how various officials get their jobs. Discuss different types of local government. Emphasize type of government used in Charlotte. Invite local government official to visit class. Take a field trip to the courthouse. Use newspapers to read about current news of local government. Visit voting places if possible. Discuss various federal programs that would pertain to students as: UrBan Renewal, Model Cities, Neighborhood Youth Corps. Use TV program - "Keys to Our City." Pre-plan this carefully.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Government (continued)	Learn names of local government officials. Have students find out where their parents vote. Discuss taxes and relation this has to government. For example, government officials decide how much taxes we have to pay. Taxes go to pay salaries of some officials. List things taxes pay for and help students make a personal application of this knowledge. Discuss where and when taxes are paid. Visit tax office if possible or have a representative from this office speak to class.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
History, Geography and Current Events	Teach North Carolina history, relating this to Charlotte as often as possible. Use library, films and filmstrips, supplementary books and any source available for information on N. C. The major points of emphasis in N. C. history for the EMR child are: 1. The beginning of N. C. - early inhabitants 2. Trees, flowers, wild life, resources 3. People of N. C. 4. Communication and transportation 5. Indians in N. C. 6. Three sections of N. C. (Piedmont, coastal, mountains) 7. Products, industries 8. State government and officials 9. Major cities of N. C. Some activities to use in teaching N. C. history are: Map reading - learn to recognize sections of N. C. - mountains, rivers, coast, etc. Map making - outline maps of N. C. - show mountains, major rivers, etc. Write about a summer vacation in N. C.	N. C. History II - Workbook Paul Leftovich (Harlow Pub. Co.) N. C. Revised - Lefter (Harcourt, Brace & World) Films: Old North State (Sou. Bell Tel. Co.) Land of Beginnings Mirror of the Past Southeastern States Road to Carolina

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
History, Geography, and Current Events (continued)	Write letters to different cities in N. C. to obtain information on those cities. Research and report on Indian tribes in N. C. Role playing - story of Lost Colony Use plaster of paris to make an outline relief map of N. C. Students can use tempera paint, twigs, cotton balls, etc. to represent different features.	

SCIENCE - HEALTH

SCIENCE - HEALTH

Introduction

The general aim of a science curriculum is to help the educable mentally retarded child understand his environment and to enable him to adjust to it by relating himself to his environment in his daily living.

Experiences in science must be realistic to the child if he is to understand science concepts and apply them to his own life. A science curriculum for the educable mentally retarded child should be carefully limited, as many science concepts will have little or no meaning for him and be of little practical value to him.

SCIENCE - HEALTH

Objectives

1. To provide the educable mentally retarded child with some knowledge of the common facts about the world in which he lives.

2. To give the educable mentally retarded child some worthwhile experiences that will help him cope with his environment.

3. To prepare the student to care for his adolescent body.

4. To prepare the student to care for his physical and mental needs.

5. To learn about the things in our environment that contribute to health, welfare, and confort, as well as things that are harmful.

6. To develop an understanding of why cleanliness is important.

7. To develop an understanding of why we must keep our surroundings clean.

8. To know the value of safety.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. Living things	Collect pictures of different kinds of flowers and vegetables.	Science for a Changing World Book 2 (Benefic Press) (Use in grade 7)
A. Plants	Bring real flowers and vegetables to class to study.	Science for a Changing World Book 3 (Benefic Press) (Use in grade 8)
1. Kinds of plants and how they grow	Bring seeds, bulbs, and cuttings to class to show different ways plants begin. Plant these at school.	Science for a Changing World Book 4 (Benefic Press) (Use in grade 9)
a. Flowers	Make drawings of plants to show different stages of growth.	Flower and seed catalogues
b. Fruits and vegetables	Take a field trip to a local nursery.	Real flowers, seeds, bulbs, and cuttings
	Disect seeds and bulbs to see inner structure.	Films: Life of a Plant Life of Plants Plant Growth Plants Make Food
	Find pictures of various places plants will grow. Ex. sand, good soil, rocks	Supplementary books Exploring and Understanding Series Amphibians and Reptiles Our Changing Earth Rockets and Satellites Solar System (Benefic Press)
	Discuss how some plants make their own food.	
	Make a chart showing how seeds are dispersed (water floaters, some blow through the air, etc., and some are carried on animals)	
	Use films and filmstrips to stimulate interest in science activities.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
c. Trees and Shrubs	Take a walk around school yard. Try to identify all the trees and shrubs. Use a reference book to help identify them. Discuss kinds of trees and shrubs. Have students draw pictures to illustrate. Discuss and list uses of trees and shrubs. Read stories about trees. Plan and teach a unit on conservation of forests. Make a chart showing benefits we gain from a tree. Ex. shade fruit lumber paper products leaves for mulching beauty Find pictures of trees from other areas. Ex. palm trees, redwood trees	Films: Trees and Their Importance Trees: How We Identify Them Trees for Tomorrow
B. Animals 1. Kinds of animals a. Wild animals b. Domestic animals	Have students make a list on the way to school of all the living things they see. Include plants as well as animals.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Animals (continued)	Have children find pictures of different kinds of animals. Plan a bulletin board to show these. Discuss different places animals are found. Ex. desert, mountains, etc. Discuss taming of wild animals. Read animal stories to the class. Have students tell about different animals they have seen. Discuss animal homes. Have students draw different kinds of animal homes. Plan a field trip to the Nature Museum. Write reports on different animals.	Films: Animals At Work in Nature Adaptations of Plants and Animals Baby Animals Plants and Animals Beach and Sea Animals Birds are Interesting Birds of the Dooryard How Animals Eat How Animals Move How Animals Defend Themselves Insect Enemies and Their Control Insect: Life Cycle Insects
c. Birds	Discuss usefulness of birds. Be sure to include beauty as one use. Discuss harmfulness of birds. Make charts showing birds that are useful and birds that are harmful. Discuss migration of birds. Have students draw pictures of birds to make a bulletin board display.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Animals (continued)	Discuss insects that are helpful and insects that are harmful.	
d. Insects	Make charts showing helpful and harmful insects.	
	Have students bring in real examples of helpful insects. Do not allow them to bring insects that are harmful to people even if they bring them in containers.	
2. Uses of animals	Discuss different uses man makes of animals.	
a. Food		
b. Clothing	Find pictures to show different uses of animals.	
c. Beauty	Use films and filmstrips to stimulate interest as well as strengthen learnings.	
3. Animals as pets	Make a poster showing things that must be done to care for a pet.	
a. Taking care of pets	Read stories about pets.	
b. How to treat pets		

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Animals (continued)		
c. training of pets	Show films and filmstrips about pets. Have students bring pictures of their pets. Write paragraphs on pets. Discuss and discourage cruelty to animals. Discuss Leash Law in Charlotte. Let students tell how this law has personally affected them.	
C. People		
1. Parts of the body	Use proper names for parts of the body. Explain to the students that it is better to teach young children the proper names for parts of the body rather than "pet" names for them. Discuss major parts of the body.	Films: Ears and Hearing Your Ears Skeleton Your Posture Your Teeth
2. Systems of the body and their functions	Use charts to teach parts and systems of the body. Use films and filmstrips.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. People (continued)	Invite school nurse to speak to class. Use pictures, stories, and discussions to teach functions of body systems. Have students draw diagrams of parts and systems of the body.	Health for Happiness (Steck-Vaughn)
3. Changes in the body	Display charts and pictures that show growth and change in the body. Invite resource people to explain changes in the body. Keep charts on individual growth and changes in each student.	
4. Personal hygiene	Collect and display pamphlets from insurance companies, cosmetic companies, etc. Plan and teach units on cleanliness, grooming, care of teeth, eyes, hair, etc. Find magazine pictures of health and grooming aids. Make individual check lists for hygiene. Discuss proper care and cleanliness of the body.	Films: Care of the Feet Care of Hair and Nail Care of the Skin Cleanliness and Health Cleanliness Brings Health

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. People (continued)	Discuss use of deodorants. Help students understand that boys as well as girls need to use them daily. Explain the difference between deodorants and anti-perspirants. Develop concept of good health habits to have at school. This can be broadened to include many necessary areas: cleanliness in lunchroom table manners proper foods to eat showers in physical education body cleanliness	
5. Mental health		
a. Interest in opposite sex	Discuss what mental health is.	
b. Conflicts of emotions	Discuss relation of physical health to mental health.	
c. Accepting responsibilities	List and discuss basic emotional needs - love, fear, respect. Use films and filmstrips. Discuss mental changes that take place when a child reaches adolescence - for example, interest in the opposite sex, a desire to be more independent which sometimes causes conflicts with parents, etc. Help students understand that with age and maturity comes increased responsibilities.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. People (continued) 6. Foods	Discuss need for certain foods to maintain good health. Have each student keep a list of foods they eat in one day. Evaluate these lists with the class. Discuss food habits. Emphasize that any habit can be changed. Discuss and make chart showing Basic Food Groups. Have students plan some balanced meals using the Chart of Basic Foods. Discuss caloric content of foods. Have able students count the calories in a given meal. Discuss importance of good disposition at mealtime as an aid to digestion. Have students write paragraphs on this. Discuss and dramatize health hazards and the passing of germs at the table. Set up a corner of the room as a restaurant. Have all the children take part in the role-playing. Watch for coughing, using dishes that others have used, etc. Plan for a field trip to a local restaurant as a culminating activity for a unit on foods.	Films: Digestion of Foods Eat for Health We Are What We Eat (Steck-Vaughn)

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. People (continued)	Discuss some diseases of the body.	Films: Body Defense Against Disease Common Cold Defense Against Invasion Health in Our Community Tobacco and the Human Body
7. Diseases	Discuss communicable diseases. Have students list diseases they have had.	
a. Prevention	Write letters to the Health Department for information on prevention and	
b. Control	control of diseases.	
c. First Aid	Invite resource people to speak to class.	
	Teach preventive measures to take against certain diseases and accidents.	
	Discuss simple medications that are used often as aspirin, cough syrup, salves, etc. Point out precautions that must be taken with these as well as with all drugs.	
	Point out dangers of taking another person's prescription drugs.	
	Discuss what to do when student becomes ill at school.	
	Make charts on basic first aid.	
	Demonstrate basic first aid procedures.	
	Make a list of first aid supplies students should have in their homes.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. People (continued) d. Harmful use of drugs, alcohol, tobacco	Use discussions, films, filmstrips, charts, and other visual aids to emphasize dangers of using drugs, alcohol, and tobacco. Have students find newspaper articles that pertain to the use of harmful drugs. Find magazine articles and display in the room on the use of harmful drugs.	Films: Alcohol and the Human Body Drug Addiction Smoking and You Tobacco and the Human Body
II. Weather and Seasons		
A. Different kinds of weather	Discuss different kinds of weather as related to seasons.	Films: Weather Our Weather
B. Seasonal Weather	Discuss the effect of seasons on people - clothing, outdoor activities, jobs, etc.	
1. Characteristics of seasons	Keep a daily weather chart. Display a large weather map of the U. S.	
2. Effect of seasons on people	Use films and filmstrips. Have students draw pictures to show different seasons.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. Formation of Clouds	Find pictures of different kinds of clouds. Observe the sky and note kinds of clouds on various days. Discuss causes of different kinds of clouds. Learn about height and size of clouds. Discuss formation of clouds. Have pupils draw different kinds of clouds. Do simple experiments to form clouds.	
D. Cause of Rain and its importance to us	Discuss cause of rain. Discuss importance of rain to people, plants and animals. Write paragraphs on how rain helps us. Make a simple rain guage. Keep a record of rainfall in Charlotte.	Film: What Makes Rain
B. Destructive Weather	List types of destructive weather - hail, tornado, cyclone, hurricane, etc. Discuss differences in types of destructive weather and causes of each. Find magazine and newspaper pictures showing weather destruction. Discuss protective measures to take during destructive weather.	Films: Thunder and Lightning

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
F. Understanding Weather Reports	Study weather maps. Listen to TV weather reports. Collect weather forecasts and reports from the newspaper. Compare weather forecasts with next day's weather report. Look up weather in Almanac. Discuss usefulness of weather forecasts and reports. Tell how weather reports or forecasts influence people.	
G. Weather Instruments	Find or draw pictures of various weather instruments. Make simple weather instruments. Discuss use of various weather instruments. Take a field trip to weather station. Write reports on use of various weather instruments. Practice reading weather thermometer. Make thermometers.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
H. Effects of Weather on Customs and Cultures of People	Discuss effects of weather on clothing. Discuss effects of weather on activities. Discuss effects of weather on work and income. Use films and filmstrips on weather. Discuss climate in North Carolina and effect this has on clothing, industry, vacationing, etc.	
III. Earth and the Universe A. Current Events 1. Space Exploration	Collect newspaper and magazine clippings of space exploration and travel. Watch TV programs related to space exploration.	Films: Trip to the Moon Trip to the Planets
B. The Earth 1. Composition of earth 2. Land and water surface 3. Movement of earth 4. Relation of earth to moon	Discuss composition of the earth. Go to library and make reports on earth's composition. Make a globe to show land and water surface. Discuss rotation of the earth - day and night.	Films: What Makes Night and Day Understanding Our Earth: Rock and Minerals Understanding our Earth: Soil This is the Moon The Restless Sea

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Demonstrate earth's rotation using a globe.	
	Discuss revolution of earth around sun.	
	Find pictures of various stages of the moon.	
	Use films and filmstrips.	
	Collect pictures of various features of the earth's surface.	
	Discuss tides - causes - affect of moon on tides.	
C. Relation of Earth to other planets and to entire universe	Make charts of the earth and other planets.	Films: Sun and How it Affects Us Sun's Family Energy From the Sun
	Visit Planetarium at Nature Museum.	
	Collect pictures of the sun and planets.	
	Write imaginary stories of life on other planets.	
	Plan and teach units on earth, sun, moon, stars, and planets.	
	Display a mobile of the solar system.	
	Display and read books about the universe.	
	Have class construct a mural showing the sky at night.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
IV. Energy and Machines A. Sources of Energy 1. sun 2. heat 3. water 4. electricity 5. magnets 6. sound	Display pictures or objects showing sources of energy. Discuss sources of energy and uses of various types of energy. Films and filmstrips on sources and uses of energy.	
B. Simple Machines 1. lever 2. pulley 3. inclined plane	Have students bring in magazine or newspaper pictures showing machines in action. Write captions under each picture telling what the machine does. Make simple machines and demonstrate use. List everyday things in which simple machines are used. Ex. See-saw - lever Well - pulley Ramp - inclined plane Have students bring toys to class that demonstrate the principles of simple machines.	
C. Relation of Energy to Machines	Discuss relation of energy to machines.	

PRE-VOCATIONAL TRAINING

PRE-VOCATIONAL STUDIES

Introduction

Pre-vocational study in the junior high school should be related to all academic areas and should be emphasized throughout the junior high program. In the last year of junior high a separate period should be allowed for concentrated study of job areas, job requirements and personal qualifications for getting and holding a job.

In order to develop good work habits opportunities should be given in the last year of junior high school for practical experiences. These work experiences should be carefully supervised and evaluated. They can take the form of office assistants, library assistants, cafeteria helpers, janitors assistants, counselor's assistants, shop and home economics assistants. These work periods should be rotated so that each student will have experience in more than one type of job and also to give each student a chance to work.

PRE-VOCATIONAL STUDIES

Objectives

1. To provide opportunities for explorations of various types of work.
2. To emphasize the value and dignity of all types of work.
3. To develop an awareness of skills, knowledge, and attitudes necessary for job success.[1]
4. To develop the academic competencies necessary for working.
5. To enable the student to be aware of the protective rights of workers.

[1] Exploring the World of Work - Grades 6-9, A Report of the Committee on Occupational Exploration in the Public Schools of North Carolina, April, 1969.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Why We Need to Work	Discuss importance of learning to provide for oneself. Try to help each student understand **why** he must be prepared to hold a job. Stress the following reasons: a. To provide basic needs b. To provide luxuries c. To obtain security and status in the community. d. To provide wider selection of leisure time activities. Discuss how students can be better citizens by learning to manage incomes wisely. Ask students to list the source of their present income. This might be from allowances, part time jobs, gifts, asking parents for money. Have students list the things they supply from their own income. Show students how they can benefit from planning how their money will be spent rather than spending it all at once and then doing without something or having to ask for more money. Encourage students to think of one item they would like to have and encourage them to begin saving their money for this particular item.	Teenagers Prepare for Work Mrs. Esther O. Carson 18623 Lake Chabot Road Castro Valley, California How to Hold Your Job The John Day Co., Inc. 62 W. 45th St. New York City, New York Filmstrips: Occupational Education Ser. Eye Gate House, Inc. 146-01 Archer Ave. Jamaica, New York 11435 The Job Interview Stocker in a Supermarket The Waitress Fixing a Flat Tire How to Use Your Checkbook The Variety Store The School Cafeteria Worker The Nurses Aid The Gas Station Attendant Getting A Job Fearon Publishers, Inc. 2165 Park Blvd. Palo Alto, Calif. 94306

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Why We Need To Work (continued)	Discuss with students the fact that planning how to spend income as a teenager helps prepare them for wiser planning of spending their income as an adult.	Finding Your Job Finding Your Job Workbook Help Yourself To A Job Finney Company 3350 Gorham Ave. Minneapolis, Minn. 55426
Job Survey	Make a list of possible jobs for EMR students and general duties of each job. Stress the academic proficiency that is needed for various jobs. Discuss and list part time jobs students might find before they are old enough to work. Ex. Baby-sitting Paper route Mowing lawns, etc.	The Jobs You Get Follett Pub. Co. 1010 W. Washington Blvd. Chicago, Ill. 60607 The World of Work Series R.E.H. Publishing Co. P. O. Box 848 Huntington, N. Y. 11743
	Discuss responsibilities involved in part time jobs students might hold and help them understand that these jobs help to develop important characteristics they will need for later jobs. Have each student make a list of kinds of work he would like to do. Locate on city maps different businesses where students might later be employed. Have each student select one job and find out all he can about this particular business. Give class reports on this.	The Job For You Laranne Press 2446 North Bartlett Ave. South San Gabriel, Calif. Target Series Mafex Associates, Inc. Box 114 Ebensburg, Penn. 15931 Getting Ready for Pay Day Frank E. Richards, Pub. 215 Church St. Phoenix, N. Y. 13135

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Job Survey (continued)	Discuss necessary preparation and qualifications for jobs. Emphasize the fact that staying in school increases job potential. Have students give oral and written reports on any types of jobs they have held. Invite resource people to speak to class on qualifications, wages, etc. for different jobs.	I Want A Job On the Job The Getting Along Series Frank E. Richards, Pub. 215 Church St. Phoenix, N. Y. 13135 Occupational Education Materials for the Mentally Retarded Occupational Ed. Materials P. O. Box 6074 Albany, N. Y.
How To Find Jobs	Discuss various ways in which people find jobs. a. Employment Agency (private and public) b. Newspaper Ads c. Hear about jobs from friends d. Hear about jobs from family members e. Signs in store windows, etc. f. Schools - Guidance Departments Have students find and cut out job ads in the newspaper. Discuss these as to suitability, hours, salary, qualifications, etc. Paste the job ads in a booklet. Use these ads for writing paragraphs, letters, and various other activities. Plan bulletin board display on "How To Find A Job".	

Expected Achievements

Junior High

Mimimum academic skills necessary to accomplish life work:

Chronological Age 12-13-14

a. Reading proficiency at 3rd grade level and/or a recognition of two-thirds of the Dolch Word List, and/or a fair proficiency in reading the local newspaper.

b. Competence: advanced measurement including fractions up to eighths.

c. Understanding of self as it related to home, family, school, immediate community and city and state.

SENIOR HIGH CURRICULUM

LANGUAGE ARTS

LISTENING

SPEAKING

HANDWRITING

SPELLING

GRAMMAR

LANGUAGE

INTRODUCTION

The high school student who is limited in academic ability needs a language program that is practical. The most basic skills in writing, listening, language usage, and spelling should be taught with their value to the individuals being stressed. In turn, the instructional activities should relate to occupations and daily living. The language program should develop self-confidence and provide job competency.

LANGUAGE ARTS

Objectives

1. To enable students to know the importance of communicating, both written and orally, intelligently with others.

2. To help students enlarge their vocabulary so that they are able to communicate more effectively.

3. To teach students to use correct grammar in order to attain social and vocational acceptability.

4. To teach students to be able to write letters correctly - both business and personal letters for effective communication.

5. To enable students to use newspapers effectively for job opportunities, household management, current events and to read for pleasure.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
How To Find Jobs (continued)	Make field trips to various industries where EMR students might later be employed. Have students make oral and written reports on types of jobs they saw on the field trips. Invite a person from an employment agency to speak to the class. Make a field trip to an employment agency.	
Preparing for a Job		
Responsibilities	List and stress responsibilities students must learn to accept in preparing for jobs. a. Promptness - why it is important on the job. b. Following directions - why they need to learn this c. Completing assigned tasks - why this is important in a job d. Working industriously - why this is important on the job. Encourage and require the above traits in the everyday school activities of the students. Explain to them that these characteristics are as important in a job as learning the actual job.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Preparing for Job (continued) Maturity	Stress the following concepts to build social and emotional maturity for jobs: a. Working with others and becoming part of a group. b. Meeting new situations successfully. c. Completing work d. Accepting criticism	
Fitness	Discuss mental and physical fitness for jobs. Discuss the importance of proper sleeping and eating habits to avoid fatigue on a job. Discuss the importance of maintaining a good mental attitude toward work and people with whom one works. Help students to recognize and accept their limitations, but not to use them as an excuse for poor work habits.	
Academic skills	Discuss academic skills students will need to have in order to hold a job - arithmetic, reading, social and manipulative skills. Use role-playing to stress the need for acquiring academic skills for certain jobs. Ex. Working a cash register in a discount house - the student would need to be able to read numbers and to make change. Another example might be working as a stock clerk in a department store - the student would need to be able to read.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Preparing for Job (continued)		
Academic Skills	Discuss jobs that require a license, such as beautician, barber, etc. and what the student can do at school toward qualifying for the license.	
Applying for a Job	Discuss the kinds of information usually required on application forms - name, age, address, date of birth, place of birth, parents names, previous employment, schooling, etc. Discuss arranging and preparing for personal interviews. Have students fill out many sample application forms. Stress penmanship and spelling. Have students fill out forms using manuscript writing since most applications specify "please print". Discuss job interviews. Use role playing to apply for jobs. Divide the students into pairs and have them interview each other. Have them look for interesting and unusual information that they can obtain. Have them introduce their partner in front of the class. Observe their ability to speak in front of the class. Discuss working permits.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Applying for a Job (continued)	Make charts of Do's and Don't's in applying for a job. Write practice letters applying for a job. Write practice letters requesting interviews. Plan bulletin board displays showing facts to remember in applying for a job - proper dress, proper behavior, etc. Discuss proper dress for job interviews. Discuss hours and wages and how they are related. Discuss withholding taxes.	
Holding a Job	Discuss and stress qualities students need to develop in order to hold a job. a. friendliness b. politeness c. cooperation d. persistence e. cleanliness f. willingness to learn g. promptness, etc. Discuss the importance of learning to adjust to working with others. Discuss ways in which students might improve their ability on the job.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Protective Rights of Workers	Discuss what students need to know about the protective rights of workers and why they need to know this. Discuss Social Security. Make a list of social security benefits on the board. If any students do not have a social security card havethem apply for one. Have students memorize social security numbers. Discuss labor unions - their purpose, how they help workers, how one becomes a member. Have students make reports on the history of labor unions. Discuss Workmen's Compensation Laws Discuss types of insurance available through jobs.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening	Use listening activities whenever the opportunity arises. For instance, listening skills can be taught in relation with any subject area. However, some formal teaching must be done to instill these skills in the student.	
	Develop listening skills through use of the tape recorder by taping students voice and then having students listen for mistakes he might have made in diction, grammar, etc.	Tape Recorder
	Listen to stories told by the teacher. Have students retell the story or answer specific question after completion of the story.	
	Teacher gives oral information filled with unnecessary details. Have the students repeat the information supplying on the vital information.	
	Use role playing. Example: job interview. After this, have student report to class all the important details of the interview.	
	Develop accuracy in relaying telephone messages correctly.	
	Listen to assigned radio programs and report on these to class. By using radio, instead of TV the student cannot rely on visual clues.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Listening (continued)	Use games and stores to increase listening skills.	
	Play records.	
	Use tape recorder to tape student's own voice in order to hear his own diction.	
	Follow directions drills.	
	Discuss reasons for listening for accuracy.	
Speaking Skills	Relate the importance of good speaking ability as it applies to success on the job.	
	Discuss ways of overcoming "stage fright" when talking before a group.	
	Have students practice saying tongue-twisters. Have them listen to TV, Radio commercials for example, twisters: Burger King. Have them increase the speed with which to improve enunciation skill.	<u>Scope</u> Magazine
	Practice giving directions. Use stories, pictures, and current events to stimulate class discussion.	Tape Recorder
	Use role-playing in job situations, such as job interviews, asking for a raise and leaving your job.	
	In all oral exercises, stress the correct use of pronouns and verbs, pronunciation, and enunciation. Use tape recorders for self-appraisal.	

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CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Handwriting	Drill on formation of all small and capital letters of the alphabet.	
	Provide daily practice in cursive writing in relation to: Days of the week and months of the year Names Phone numbers and addresses Basic spelling words	The Letters You Write, Follett
	Use occupational and vocational materials for realistic use, such as checks, job applications blanks and other forms.	Vocational English, Jochen & Shapiro, Globe Book Co. New York. Book I & II
	Write social and business letters. Stress legibility.	Keys to Good Language, Culp Elizabeth, The Economy Co. Atlanta, Ga.
	Keep handwriting notebook. Compare several times during the school year for improvement. Have students evaluate their own books. Practice use of the ink pen.	
Spelling	Drill on everyday words that students should know, days of the week, month.	
	Use occupational and vocational vocabulary.	
	Have a group of students in the same occupational work make a dictionary of terms they use in that trade.	
	Stress the proper use of the dictionary and the amount of information that might be found there. Give daily practice in using the dictionary.	
	Drill on breaking words down into syllables.	
	Have students drill on use of words in oral and written sentences.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Students should have some elementary knowledge of world building prefixes and suffixes. Have spelling bee of everyday words and occupational words to add interest.	
Using the Dictionary	Discuss the dictionary and its many uses. Teach sections of the dictionary. Give students lists of words and let them tell which section each word can be found. Use dictionary games.	Dictionary
Grammar		
Punctuation	Drill students on the many uses of punctuation makrs. Have them read a paragraph first with no punctuation and then with proper punctuation to see importance of punctuation to understanding. Have students use newspaper, magazines and books to find different types of punctuation.	Newspaper Guidebook to Better English, Haag, Linda. The Economy Co., Atlanta The series consist of four levels and is programmed
greement of bject and predicate	Use blackboard drill and overhead projector to supplement exercise material.	
ord Study antonyms homonyms synonyms	Make homonym lists for pupils to define and use in sentences. Use newspaper to cut out words for which students may list homonyms.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Functional vocabulary	Use phrases, terms, words to illustrate the meaning that would apply to vocational situations. Present pictures from magazines to illustrate people, objects that are used in daily life.	Everyday English and Basic Word List for Adults, Adult Education Series, Noble & Noble, New York. Laugh and Learn Grammar, Harr Wagner Pub. Co. N. Y.
Kinds of Sentences declarative interrogative exclamatory	Stress that effective sentences expresses a thought clearly and a faulty sentence makes it difficult to understand what thought is being expressed. Write and discuss sentences. Teacher may give students groups of words that are not sentences, and have them make a sentence of each of the groups of words.	Success in Language Follett
Nouns	Make list of common and of common and proper nouns. Locate proper nouns in the newspaper. Make a list of common and proper nouns all written in small letters. Have students pick out and capitalize the proper nouns. Before assigning written work, go over it orally and then have students work independently.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Capitalization	Use local newspaper, magazines, etc. and have students copy all the names of people they can find. Then have them rewrite the names using the initials for the first name. Ex: John Smith, J. Smith. Discuss use of capitalization for sacred names. Ex. Bible, God, etc. Use oral and written materials.	
Letter Writing A. The Friendly Letter	Discuss the do's and don't's in letter writing. Display copies of correct and incorrect letters. Discuss the need for certain obligations with a letter.	
Add to Activities Make students make booklets showing friendly letter, thank you note, invitation, acceptance letter and regrets.	Use the overhead projector to correct students letters. Stress the five parts of a friendly letter. This may be outlined on the blackboard.	
B. Business letters	Use the overhead projector to point out good and bad business letters. Stress the six parts of a business letter. Use the Yellow pages of telephone book to write business letters. Write business letters to order from a catalogue, to apply for a job, and to extend credit.	

READING

SECONDARY READING

Reading instruction for the academically limited secondary student will need especially to be planned for each individual. Many students who have lacked motivation before now see a real need to be able to read as they prepare themselves for a job. For these students basic skills will need to be stressed and reading materials of low vocabulary and high interest must be sought. Content should be on daily life activities which pertain to the student and which provide a vocabulary needed for protection. Students who read on a higher level should be encouraged to read newspapers for comprehension and to use the library for reading materials for pleasure and vocational materials.

The teacher should guide the selection of all materials. In schools where no separate time block for reading is allotted, this should be an important part of the English course.

READING

Objectives

1. To attain maximum reading proficiency and to use it in all curriculum areas.
2. To acquire adequate reading skills to maintain self-sufficiency in adulthood.
3. To develop positive attitudes toward reading as a pleasurable leisure time activity.
4. To develop an appreciation of reading as a necessity in a complex society.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Preparing for Adult Reading 1. Newspaper	Use newspaper to locate advertisements of food specials. Many activities, such as math can be based on these ads. Have students make up grocery lists with prices by comparing ads from various stores. Ex. Winn-Dixie-Hamburger 39¢ lb., A & P Hamburger 37¢ lb.	Daily Newspapers
	Use newspapers to locate want ads of various types: 1. jobs 2. used furniture 3. used cars 4. baby-sitting services	
	Use newspaper to teach pleasure reading such as sports, comics, and woman's page. Have students each read a different comic strip and then act it out or tell it to the class in story form.	From Words to Stories Noble. Scope, Scholastic Book Service, Englewood Cliffs, N. J.
	Make a list of TV shows. Have students read the newspaper and fill in the channel and time periods.	
	Use newspaper to locate recipes. Have students compile recipes in a booklet. If practical, let them try some of the recipes in school.	S.R.A. Reading Laboratories Chicago, Ill, Science Research Associates.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. Telephone Directories	Look up names, addresses and phone numbers of class members.	Bell Telephone Teaching Kit
	Study yellow pages to locate specific information on certain types of companies.	Local Telephone Directories
3. Voting ballots	Obtain sample voting ballots. Stress reading content rather than personal likes of candidates.	Sample voting ballots
	Hold mock election.	
	Make ballots using class members names.	
	Correlate ballot reading with current newspaper reading by finding information on various candidates.	Getting Started Communication I, II, III Follet Co., Chicago, Ill.
4. Reading various forms	Application blanks. This should be worked on all year. Some types of forms to be used are: 1. job 2. credit 3. Social Security 4. Applying for utility service	Many different kinds of applications forms.
	Pupils should be taught to read the questions contained in various forms as well as be able to relate information such as: name, address, parent's name, place of birth, mother's maiden name.	Pacemaker Story Books, Fearon Publishers, San Francisco, Calif.
	Have pupils make and fill out personal data sheets.	Reading Skill Builders Readers Digest Pleasantville, N. Y.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Reading for Current Information	Set aside one bulletin board to be used all year as display space for current news. This will be changed daily by pupils and teacher. Language and reading activities can be developed by the teacher pertaining to the current news. Display many types of reading material in the room, as news magazines and newspapers. Allow time during the day for students to have free reading time.	Newspapers News Magazines Junior Scholastic, Englewood Cliffs, N. J.
Developing Sight Vocabulary of Vocational Terms	Prepare drills using pictures, flashcards, and charts that pertain to vocational subject matter. 1. Match words with picture of different vocations. 2. Prepare charts showing different vocations and accompanying terms (auto mechanic, plumber, etc.) 3. Pupils drill each other with flashcards.	Pictures Flashcards Teacher made charts
Reading for Comprehension	Develop oral and written exercises to teach the following skills: 1. Main idea 2. Locating specific information 3. Finding details 4. Making inferences 5. Predicting outcomes 6. Making judgements	Reading Skilltext Series Charles E. Merrill Co. Reading With Purpose American Book Co. Text Workbooks

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Library Skills	Teach the following skills: use of card catalogue use of encyclopedias use of the atlas Compare school library with public library. Take students to a public library. Use films to reinforce library skills. Compare different encyclopedias found in school library. For example: some encyclopedias are more difficult to read than other. Assist students in choosing appropriate encyclopedias when doing reference work.	Film: Library Organization
Dictionary Skills	Teach the following skills through the use of oral and written exercises: Use of diacritical markings Sections of the dictionary Accent mark Syllabication Multiple meanings Guide Words Pronunciation key	Dictionary

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Reading for Pleasure	Set aside a section of the room to be used for displaying books to be read for pleasure. Include many levels of books so that each student will be able to use this section. Encourage students to tell class a little about books they have read from this section so the other students will want to read the same book.'	

Mathematics instruction for the academically limied student must be very practical. Grouping by ability rather than grade seems especially beneficial in mathematics. When grouping is by grade, individual instruction is important and allowing students to work together can be very effective.

Because mathematics will be important in attaining self-sufficiency, the use of money, tax forms, pay scales, and installment buying provide motivation for the learning of new skills as well as over-learning of the most basic skills.

SENIOR HIGH MATHEMATICS

Major Objectives in Teaching Mathematics:

1. To guide students in discovering the meaning, order, and logic of our number and numeral systems.

2. To build a clear understanding of the operations of addition, subtraction, multiplication, and division.

3. To develop problem solving ability, and the understanding needed to use that ability in practical situations.

4. To develop skills for effective and economical mental and written computation.

5. To offer computational skills that will increase the number and variety of jobs for which they are qualified.

6. To stress skills and applications needed in everyday life to enable students to manage their personal finances.

7. To encourage growth of desirable attitudes and work habits in mathematics.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Our system of number notation	Review our number notation using 0, 1, 2, 3,4,5,6,7,8,9. Use or make a 100 chart to show use of the ten symbols in our notation. Practice reading and writing large numbers. Read telephone numbers, speedometer, scales, and social security numbers. Practice filling out mail order catalogues. Compute postage and taxes. Ask students to bring to class examples of large numbers from magazines and newspaper. Use newspaper to illustrate rounding off numbers. Ex. There were 10,000 students at a ball game. This number was estimated from the number of tickets sold. Explain how approximate estimates of large crowds are made: Ex. 50,000 people lined the sidewalks for the Carousel Parade. How was this estimate made?	Growth In Arithmetic, Clark Smith, and Hach. Harcourt, Brace and World, Inc. Working With Numbers, Book I & II, The Steck Co. Useful Arithmetic, Vol. II & III, Wool, John D., Frank Richards, Co., Phoenix, N.Y.
Roman Numerals	Point out that Roman Numerals have many everyday uses, as in chapters in books, dates on public buildings, dates on copy-rights, motion pictures. Make outline with numerals.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Roman numerals (continued)	Draw pictures of clocks with certain times with Roman numerals.	Basic Modern Mathematics, Palo Alto, Calif.: Addison-Wesley School Div.
Basic computation 1. Addition	Continue teaching these skills from the junior high level. Have students plan a simple party. Compute cost of party. Prepare monthly budget for average family.	Figure It Out, Books I & II Chicago, Ill., Follett Pub. Co. Money Makes Sense, Fearon Pub. , San Francisco, Calif.
2. Subtraction	Use symbols for written computation. Flash cards may be used for rapid response. Compute Federal and State taxes.	Arithmetic Drills and Tests, Hayes
3. Multiplication and division	Use teacher's manuals accompanying text for detailed teaching suggestion on these skills. Compute local and state sales taxes. Make up problems involving costs of various articles, how much you pay for goods and change you receive. Explain how two numbers in the multiplier involves the addition of partial products; and it is necessary to use both numbers in the multiplier.	

CONTE	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Measurement	Teach the following measurements: 1. Standard units of measure 2. Liquid 3. Linear 4. Time 5. Time belts 6. Temperature	Measuring spoons and cup Thermometer Rulers Newspaper
	Measure Room	
	Let students measure each other.	
	Keep temperature of weather for one week.	
	Have students make charts of different measurements.	
	Compute times TV programs come on in different parts of the country.	
	Use airline schedules. (time zones)	
	Use milk cartons, measuring spoons, ruler, yardstick in day to day situations.	
	Students should know how daylight saving time came about.	
	Discuss the four time zones in USA - Eastern, Central, Mountain, and Pacific.	
	Be sure students know reason for different times at different places.	
	Use globe.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Money 1. Recognition of coins and bills	To be able to recognize all coins and bills. Use real money. Let students handle money in various drills set up by the teacher. Set up school store in using real money and making change. Play games teaching recognition and values of various coins. Use film and filmstrips on money from Federal Reserve Bank. Visit the Federal Reserve Bank as field trip. Have resource people from local banks come in to talk about how our money system works.	Using Dollar & Sense, Fearon Pub., San Francisco, Calif. Mathematics in Living, Pruett Press, Inc. Boulder, Colorado. Getting Ready for Pay Day, Frank B. Richards Co. Phoenix, N. Y.
2. How to count money	Instruct students how to count by one's, five's, and tens. Use various combinations by letting students count to each other. Play games that will involve handling and counting money.	
3. Learning to write the value of money	Use blackboard to illustrate the decimal point in dollars and cents. Fill out sales slips. Use newspaper - grocery ads to fill out sales slips and make change.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Money (continued)	How we use the decimal and how to seperate dollars from cents.	Check books, deposit slips, etc.
	Correct number position for adding and subtracting money.	Newspaper
Understanding of earning money	Explain pay roll deductions, take home pay, hourly, weekly pay, and piece work.	
	Field trip to local bank.	
	Local speaker from Savings and Loan	
	Understanding legal obligations	
Budgeting	Discuss reasons for budgeting. Help students realize that people with middle and low incomes have to maintain some type of budget in order to meet their obligations.	
	Work up realistic budget for food and family.	
	Able to solve the following financial problems: lost of home or car to fire, lay-off from job, and fired from job.	
Banks	Discuss and list banking services - checking accounts, saving accounts, loans, mortgages, traveler's checks, certified check, saving bonds.	
	Understand the vocabulary and comprehension of banking services.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Banks (continued)	Have bank personnel visit class and explain their services. Show films and film strips on banks. Discuss how to open an account, deposit money. Use sample check books, deposit forms, withdrawal forms in practice drills. Have drills using check stubs. Discuss how to balance check book with bank statement. Have students practice keeping stubs. Banks in Charlotte will provide blank checks or they can be duplicated. Discussion on how charge accounts play such a big part in our buying today. Discuss dangers of over buying with credit buying. How are charge accounts useful? Have students use newspaper to cut out the works credit, budget terms, etc. What is interest? Use example of 1½% per month on a loan per year is actually 18%.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Borrowing money	Discuss why one should borrow money and reasons for not borrowing. Discuss following terms and meanings: collateral, references, credit rating, mortages, interest rate legal obligations, and "loan shark".	
Installment buying	Discuss pros and cons of credit buying and use of credit cards in the American society. Work up actual work sheet on hidden costs. Have speaker from credit department of a local store explain various credit plans. Discuss credit ratings and legal aspects.	
Insurance	Types of insurance Why insurance rates vary. Discuss dangers of being under insured or over-insured. Figure how much insurance would cost an average family. Bring insurance men in as speakers.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Fractions	Review vocabulary used with common fractions - numerator, denominator, proper fraction, improper fraction, and mixed numbers. Illustrate equivalent fractions by diagrams (number line). Have students shade parts of pies. Expressing fractions in lowest terms. Finding common denominator. Instill in students the habit of looking to see if they have used the largest factor. Draw on board separate lines to show ½ and ⅓, sixths and thirds, and tenths and fifths. Use games using fractional parts. Bring in recipes using fractions. Adding and subtracting fractions. Adding and subtracting mixed numbers.	Figure It Out, Book II, Follett. Wages and Budgets, Pruett Co. Checking Accounts Frank Richards

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Decimals	Make decimal-fraction chart. Practice putting decimal fractions in words. Stress placing the decimal point correctly. Discuss and illustrate the zero as a placeholder in decimal fractions as well as in whole numbers. Changing common fractions to decimal fractions. Adding decimal fractions. Subtracting decimal fractions. Multiplying and dividing decimal fractions. Give exercises using fractions, per cents, and decimals. Have students fill in blanks - 50% = $\frac{\quad.\quad}{\quad}$ = $\frac{1}{\quad}$ 25% = $\frac{\quad.\quad}{\quad}$ = $\frac{1}{\quad}$	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Per cents	List on blackboard how per cents play such a big part in our everyday economic life. Prepare bulletin board on how per cents are used in the newspaper. Have students read per cents from bulletin board. Make chart showing fraction, decimal and per cent equivalents such as ½ = .50 = 50%, ¼ = .25 = 25%. Changing % to fractions. Finding per cents Using per cents larger than 100% Finding per cent of a number. Finding what per cent one number is of another. Use prepared materials for drill work.	Guidebook to Mathematics Educational Guidelines Co. Atlanta Newspaper and films
Problem solving	Problem solving is used in all math areas. However, additional practice will be necessary. Use problems that pertain to the daily activities of the student rather than textbook problems.	

SOCIAL STUDIES

SOCIAL STUDIES

Social Studies for the student who is academically limited should be concerned primarily with his ability to get along with others at home, in school in the community, and on the job. He should be provided with and understanding of local, state, and national laws and services as they affect him. He should be aware of the rights and responsibilities of a citizen and voter. In addition he should be offered an opportunity to learn as much as he is capable of understanding about the world, especially in the light of current events.

OBJECTIVES - SOCIAL STUDIES

1. To help the pupil grow in his knowledge and understanding of democratic citizenship.

2. To develop respect for authority and the need for self discipline.

3. To help students grow in tolerance, beliefs and understanding of customs in their community and throughout the world.

4. To develop an appreciation for our American heritage and our economic system.

5. To develop social studies, habits, and proper attitudes.

6. To develop skills, standards necessary for effective group participation.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Understanding of Self	Discuss the importance of personal appearance in school, job and in public. Show films and film strips on good grooming and cleanliness. Discuss the use of deodorants in our modern day society. Have students make bulletin board of all grooming aids and deodorants. Show movies and film strips on care of teeth and hair. Write companies or have students write for free teaching materials.	American Foot Care Institute Inc., 1775 Broadway, New York, 10, N. Y. Brystol Myers Co. Educational Service Dept. New York, 20, N. Y. Metropolitan Life Ins. Co. 1 Madison Ave. New York, N. Y.
Clothing and Personal Appearance	Show filmstrips how clothing should be protected and cared for. Discuss how clothing makes a person. Have class practice sewing on buttons and patching small tears. Use newspaper to compare different prices of clothing. Cheap vs. expensive. Discuss how dry cleaning and laundering helps appearance wise.	Film: Char-Meck Audio-Visual Instructional Materials Catalog Modern Talking Picture Service, 501 North College St. Charlotte 6, N. C.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Friendships	Class discussion on what makes a good friend. List on board how to keep and lose friendships. Discuss how we find and meet friends. Write a short paper about your best friend. Discuss the proper forms of introduction	Films: Acts of Courtesy, ROA Modern Talking Pictures Control Your Emotions Modern Talking Pictures The Voice With a Smile Wins. Southern Bell Telephone Co.
Courtesy and good manners	Discussion of how good manners and courtesy play such a big part in everyday life. Class project - make list of do's. and don'ts concerning: Group manners, personal manners. Table and dating manners.	Films: Acts of Courtesy, Roa's Films Are You Popular A Date for Dinner, Imberly-Clark Corp. Char.-Meck. Audio-Visual Dept.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The family	Discussion on importance of what a family is. What makes up a family unit. Show films and filmstrips of family life. Discuss the many changes in family life from Daniel Boone to modern times. Use bulletin board to show activities of the family at home and work. Discuss why cooperation and responsibilities of each member of the family is important.	The Family You Belong To Turner, Richard H., N. Y. Univ. Press, N. Y. Film: Your Family Char-Meck. Film Catalog
Family Finances	Discuss the sources of income and meeting the needs of the family. Have students prepare budget of family of four, take home pay of $500.00. List at least 20 items in monthly budget. Discuss the rising cost of food and clothing. Discussion of the different kinds of insurance - Life, hospitalization, car home insurance. Have insurance man visit class and explain the main points of different kinds of insurance.	Films: Behind Each Sale Modern Talking Picture Yours to Keep, Modern Talking Picture

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Understanding the Community	Definition of a community. Discussion on: Who are citizens? What are the responsibilities of a good citizen? Discuss functions of a community to its citizens: 1. a. School b. Church 2. Recreation a. playgrounds b. swimming pools c. theaters d. youth centers Take field trip to Nature Museum Make vocabulary study of key words: recreation, responsibilities, citizenship, etc. Draw and locate main city park and pools. Invite resource people from various community agencies to speak to the class.	City map
Emergencies	Discuss what to do in various emergencies: Hospitals — Veterinarians Doctors — Police Department Nurses — Fire Department	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Visit to Police Department Students should understand the many problems facing the Police of today. Have police explain their responsibilities and duties to the citizens of the community. Visit Fire Department. Observe: how equipment is used and how to turn in fire alarm. Know the correct way to use the telephone in a police and fire emergency.	Film and filmstrips
Voting	Discuss why voting is so important to our nation. Students understand who may vote, age, and registration requirements. How to operate new voting machines and marking correct ballot. Understanding issues presented by the candidates. Using common sense and judgment in voting. Obtain sample ballots when elections are to be. Make scrapbook of candidates. Presenting both sides.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Understanding Yourself and Family	Discussions of family as an institution, its functions, etc. Discuss role of the teenager in the family.	Personal Adjustment, Marriage, and Family Living, Landis & Landis
Dating	Discussion of dating etiquette, standards of behavior, and purpose of dating.	Marriage and the Family Landis and Landis
Choosing a Marriage Partner	Explanation of components of love and adjustment to others. Discussion of quarreling, in-laws, managing the family income and family security. Discussions of the adjustments required by parenthood, infant care and discipline and guidance in child development. Have students relate baby-sitting experiences they have had.	Better Living, Gary D. C. Lawson

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Have students read orally the amounts of money from grocery page in newspaper. Use prepared materials as drills in writing various amounts of money correctly.	Baughman, U. E., Chief of Treasury Depart. , Know Your Money, United States Secret Service, Washington
D. Budgeting money	Class discussions on importance of budgeting money - thrift, time. Have students make note book on the following terms and make sentence with each. Take home pay (gross pay) net salary, deductions, taxes, Social Security, etc. Make up hypothetical budget for an average family. Class discussion: Why taxes are needed List on blackboard the benefits from taxes, schools, fire department, police, etc.	Pamphlets: For Young Moderns and Your Shopping Dollar, Money Management Institut of Household Finance Corp. Chicago, Ill. Your Family Budget, Coronet Films. The Meaning of Money, Filmstrip House.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
American History	Stress reasons for explorations and discoveries. Read stories about great discoveries and travels of the past. Describe customs and mores of the early settlers. Study early maps of area. Visit old homes of Colonial area Compare the many problems facing the new nation with problems facing the nation today. Have the problems of today stopped for our nations? Use the library for written reports on leaders of our new nation. Have students make a map showing how our country grew. Include rivers, forts, mountains and cities. Visit James K. Polk Museum Explain how sectional differences caused many problems for a growing nation. Discuss the Free State vs. the Slave State Compare the crops that were grown in the South with that of the North.	You and Your World, Bolinger, Willeta, Fearon Pub. Inc. San Francisco, Calif. My Country, Smith & Lutz, Steck Co., Austin, Tex. New Land, New Lives, Gilstrap & Patrick, Steck Co., Austin, Texas

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Use blackboard to compare advantages and disadvantages of the North & South.	
	Discuss early history and development of: Telegraph Telephone Radio - early stations, KAKA, WBT Television	
	Conduct tours of local Radio and TV Stations.	
	Stress how TV and Radio have changed our lives due to quick news coverage of the world. Ex. TV coverage of landing on the moon.	
	Development of vocabulary in Communications: FCC Clear Channel Short Wave Closed Circuit Day leter & night letter Station-to-station vs. person-to-person Ham operators Weather satellites	Bell Telephone Kit Films and filmstrips from Bell Telephone Co.
	Use phones through Bell Telephone Co. to demonstrate correct telephone courtesy and how to dial.	Telephone Directory

SCIENCE AND HEALTH

Science in the Senior high school continues to expand at ever increasing pace for the EMR student and skills and methods must be perfected for their benefits. Teaching should revolve around personal interests as well as current events in science. Instruction should include personal development and self-care leading to home repairs, gardening, drug habits, conservation, etc. and further to an understanding of the importance of space-age development. Experiments, projects, should be used as much as possible and student participation encouraged. Science must be related to the rest of life and its contributions must be made meaningful.

SCIENCE AND HEALTH

Objectives

1. To understand more about the nature of the world.

2. To understand and share latest findings and discoveries.

3. To find answers pertaining to the students everyday experiences with physical and biological surroundings.

4. To practice good health and safety routines.

5. To develop an awareness of social maturity in home, school and on the job.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
The Earth and Surroundings	List on blackboard the characteristics of the earth in relation to: age size composition movement and gravity Discuss the earth and its neighbors: stars moon sun planets Make scrapbook dealing with many articles from newspaper about space, traveling and exploring the moon. Show NASA films from Cape Kennedy. Take field trip to Nature museum and planetarium at UNC-CH. Construct model of the earth to show major mountains, land and water areas. Discuss gravitation in regards to the earth, moon and tides. Explain and discuss the four seasons: summer fall winter spring Draw pictures depicting the four seasons	This Earth of Ours, Steck-Vaughn Co., Austin, Tex. Building A Strong Body Allen E. Breed, Hollister, California Science Near You, Ginn and Company Everybody's Weather, J. B. Lippencott. Wonderworld of Science Books I, II, III, Scribner's Sons Films: How Weather Helps us Coronet Films Science in Everyday Life Filmstrip House Animals and Their Foods Coronet Films.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Weather and affects	Discussion on how weather affects our daily lives in relation to: temperature — where we live dress — recreation, sking, boating food safety (ice, tornado) — farmers work — airports and planes, business — war, Battle of the Bulge, Viet Nam (monsoons)	
	Visit local weather bureau at airport.	
	Use newspaper to read and understand weather reporting	Newspaper
	Keep daily temperatures for one week at certain hours.	
	Arrange in order the ten highest temperatures and ten lowest temperatures of cities in the USA from weather page of newspaper.	
	Read and write various weather terms, such as: fog, frost, hurricane, humidity, etc. in sentences.	
	Have students to bring pictures and articles about floods, storms, tornados for class notebook.	
	Discuss safety measures to take in N. C. in relation to tornados, hurricanes.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Weather and Affects (continued)	Understand and discuss various weather instruments; such as: rain gauge, barometer, etc. Science classes usually have many of these instruments to borrow. Find and report to class the warmest and coldest day on record in Charlotte. Have students use library to write reports on the Johnstown flood, Krakatoa, killing smogs in London and Penn.	
Plants	Use films and film strips related to identification of various plants, trees, vegetables, shrubs, etc. Collect pictures of the many uses of trees, such as, lumber for houses, paper for books, furniture, recreation areas (parks) Discuss what plants and vegetables grow best in our community. Have local farm agent visit class to discuss plants, trees, shrubs. Visit Bowaters paper plant. Write to various food and paper companies about their products.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Plants (continued)	Display an apple, head of cabbage, carrot, nut kernel or other vegetable food exhibited will help start a discussion of how and from where the plant produced it.	
	Grow potted plant in the classroom.	
	Write off for seed catalogues.	Seed catalogues
	Take field trip to local nurseries in the community.	
	Use Garden Clubs Speaker's Bureau to secure people to speak about gardens, conservation.	
Animals and Their Environments	Discuss how living things may or may not adapt themselves to changes in their environments.	
	Use and observe aquarium in the classroom to study the characteristics of aquatic plants and animals.	
	Have vet to visit class and discuss farm animals, pets and how we may care for them.	
	List on blackboard the various kinds of animals that man may use for food. Such as: poultry, cattle, fish, etc.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Energy & Machines	Discuss: How machines have helped man through the ages.	
	Collect pictures of various machines that help man.	Pictures of machines
	Have shop and physic teacher explain simple machines, gears, pulleys, and levers.	
	Take field trip to the numerous types of machine shops in the community.	
	Construct simple levers and pulleys in the classroom.	
	Draw and label the six simple machines.	
	Use simple examples to illustrate energy; such as: heat energy to cook food and for warmth, opening drink bottles - may use a machine to help him open it. In using the machine, he will put energy into it and get work from it.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Sound Energy	Discuss: All sounds are produced by vibrating objects. Sound travels in the form of waves and needs a medium in which to travel. Sound can travel through all materials. Sounds differ in pitch, frequency and quality. Sound energy can be controlled by sound-proofing methods. Use guitar to demonstrate high and low pitch. Have students read about echoes and sound-proofing. Read and make sentences with the following words: Supersonic — frequency vacuum — sonic barrier vibrate — crest wave length — echo Have students list what materials carry sound best.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Magnets and Electricity	Discuss the action of magnetic energy, static, and current electricity. Have students collect as many toys as they can that operate on the basis of magnetism. Show how magnets operate in the toys. Prepare bulletin board showing how current electricity is used in everyday life. By using a magnet, list as many things made of iron or steel in your home as you can. Find out whether the force of a magnet will pass through different kinds of materials. Discuss the difference between alternation electric current (AC) and direct current (DC). Tour Cowan's Ford generation plant of Duke Power. Bring in service people of Duke Power Co. to show films of their system, explain how the electric light meter works and is read. Use library to look up reports on Thomas Edison, Ben Franklin, Dr. William Gilbert. Discuss safety in all electric devices.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Understanding the parts of the human body	Use filmstrips and films to identify the main parts of the human body. Have discussion on functions of the body in relation to everyday living. Draw and label major parts of the body. Use resource people - school nurse, Health Department, regular science and health teachers. Have unit plan of the major systems of the body. List on blackboard the need for proper rest in relation to school and job.	Various duplicator books Films and filmstrips Free materials from companies and Health Department
Grooming and personal appearance	Discuss the importance of good appearance at all times. Show visual materials on care of hands, face, and hair. Have discussion and display of deodorants.	
Care of the teeth	Discuss why we should brush our teeth. Have school nurse use model to demonstrate proper method of brushing teeth.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Care of the teeth (continued)	Use filmstrips and films on the proper care of the teeth. Discuss and explain various mouth washes, tooth pastes, dental floss, etc. Take field trip to Central Piedmont Community College Dental classes. Students also may receive free cleaning and check up from student dental nurses.	Building a Strong Body Allen E. Breed Hollister, California We Are What We Eat Steck-Vaughn Co. Austin, Texas Exploring Health Steck-Vaughn Co. Austin, Texas
The importance of good posture	Use class demonstrations on good and bad posture. Demonstrate the correct way to walk, sit and stand. Discussion of effect of good posture to the rest of the body.	The World About You This Earth of Ours (Steck-Vaughn Co.) Austin, Texas

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Diseases, prevention and control	Show film on communicable disease. Discuss laws and good practices concerning vaccination, immunization, disinfection and quarantine.	Many free charts from local, State and Federal agencies
	List community agencies who help in fighting contagious illnesses.	
	Discuss good and bad types of bacteria.	
	Display pictures and posters concerning precautions against common diseases.	
	Write about health procedures to insure the prevention of spreading diseases.	
	Read about and discuss local laws concerning garbage and rubbish disposal.	
	Discuss the cots of medical attention, medicines, and hospitals.	
	Take field trip to doctor's office, hospital, and local Health Department.	
	Learn how to read, find, dial telephone numbers of doctors, hospitals, Poison Control Center and local ambulance service.	Bell Telephone Kit
	Have school nurse explain how to get health card.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
First Aid	Have a discussion on the importance of preventing accidents, and the value of first aid. Discuss the basic principles of first aid and knowledge of them. Have local Red Cross personnel put on demonstrations of proper first aid practices. Write and spell common words in relation to nursing and first aid booklets. Discuss with students accidents that have happened at home, school and highways. Draw chart of the body in relation to pressure points. Keep notebook of newspaper articles dealing with accidents and disasters. Read figures in newspaper dealing with loss of life and property. Discuss insurance in time of a disaster and reasons to save for emergencies.	Newspapers Magazines

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Basic foods and needs for a balanced diet	Draw chart dealing with the seven basic foods. Use newspaper and magazines to show pictures of healthy teen-agers. Show films and filmstrips depicting good eating habits. Plan and keep record of three meals a day for a week. Use newspaper to make and compute grocery store lists. Discuss: How to control weight Proper weight in relation to height Dangers of over dieting How good foods affect skin, teeth and body. Use calorie chart to compute amount of calories on a given day. Make chart showing what foods build good teeth, bones, etc. Discuss good eating manners in home, school and public places. Take field trips to dairy, bakery and public dining places.	Newspaper Local Health Department Free booklets from various insurance companies

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Safety In the Home	Discussion: Hom is second to the auto in the number of deaths every year in the USA. Why and how of home accidents How to prevent home accidents Cost involved when one is hurt and out of work Make chart to illustrate fire and accident hazards. Write to insurance companies for booklets on home safety.	Insurance Companies Films and filmstrips
In School	Have students read and discuss fire drill and proper exits for their room. Stress safety in halls, cafeteria, playground, school bus. Make posters on fire prevention. Show films and filmstrips.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Smoking and Drugs	Discuss: New findings in smoking and increase in drug traffic. Harmful effects of smoking and drugs. How and why people get hooked on drugs. Pros and cons against smoking. Show films. Invite resource people from Health Department, Police, Federal Agencies, and TB Association. Keep notebook on smoking, drinking and drugs as class project. Discuss smoking rules, areas, policies of your school.	Films and filmstrips Booklets from insurance companies, Health Department and other agencies Newspaper School TV programs
Getting ready for Driver's Education Classes	Show films dealing with proper mental, emotional and physical factors of safe driving. Collect articles and pictures from newspaper about automobile accidents. Have resource people visit class to explain license requirements, problems in driving in the city, where and when most accidents occur. Discuss the importance of having driving license when applying for job. Study rules and signs, take tests. Enroll students in driver education class who can benefit from program.	Booklets from State Highway Department I Want a Driver's License Tripp, M. Fern Dinuba, California

Vocations

Vocations

For most academically limited students, the high school program marks the end of formal training. Therefore, it is important that this part of the program be as comprehensive as possible. All efforts should be made to use the school's vocational program as fully as possible. Close co-ordination between the special education staff and the vocational staff can greatly enrich the offerings.

Vocations

Objectives

1. To teach students the procedures involved in getting a job.
2. To help students develop attitudes and social skills that will enable them to get along with other people.
3. To strengthen basic academic skills needed in various fields of work.
4. To teach responsibility, in all of its aspects, on the job.
5. To encourage a realization and appreciation of the rewards of being a good worker.
6. To introduce students to a variety of fields in the world of work.
7. To help students in their choice of a specific job for which they are qualified or can be trained.

Vocations

Suggested Sequence

In the 10th grade - survey of jobs for which they could qualify and by the end of the year, encourage each student to choose a definite job or job area. Stress attitudes, forms needed, and survey of job areas.

In the 11th grade - individual study in depth of their chosen job area. Units should include: wages
taxes
unions
Social Security
Review of applications, interviews, etc.

In the 12th grade - on the job or enrolled in vocational course.

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Securing a Job	Make a survey of jobs available in the community. Grocery stores Discount Houses Bakeries Cotton Mills Restaurants and Cafeterias Construction work Garbage collectors File clerk Ushers Janitor work Maid Nurseries - Child and plant Meat packing plants Unskilled labor, etc. Review pre-vocational work from junior high. Have students make lists of jobs they can do or be trained to do. Let each student work up unit on several jobs he can do explaining kind of work involved, wages, hours, etc. Take field trips to Lance, National Carbon, bakery and other factories. Have personnel managers talk to them about job benefits, unions, etc. Have State Employment personnel visit class and explain personnel tests and where the most frequent jobs are.	Job booklets from various companies Films Eyegate Visual Aids Co. Newspaper

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Securing a job (continued)	Use vocation films on as many jobs as possible. Show filmstrips about jobs from Eyegate Company. Collect want ads from newspaper on as many types of jobs students can do. Discuss pros and cons of each. Write companies about benefits, wages, etc. Invite D.E. and ICT teachers to talk about jobs in your community.	
Qualifications to secure a job	Discuss and emphasize desirable work habits and proper attitudes. Discuss: What makes a good, successful worker Punctuality, honesty, dependability, courtesy, etc. Have students make a list of twenty-five ways to be fired from a job. Stress that more people are fired because they cannot get along with each other than any other cause. Invite Personnel Managers to talk to class about what they would like to see in a worker. Show movies on controlling your emotions, courtesy, honesty, etc.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Qualifications to secure a job (continued)	Discuss usual company policies on being sick, vacations, overtime, retirement. List advantages and disadvantages on changing jobs, and job hopping.	Newspaper Films and filmstrips Bell Telephone Kit
How to Find a Job	Discuss sources in finding a job, such as: a. Classified ads in newspaper b. State of N. C. Employment Office c. Private employment agencies d. Help wanted signs in stores e. Job openings from friends f. Vocational Rehabilitation Counselor g. School counselor Use classified ad section of newspaper as class project in making bulletin board. Have students list do's and don't's during job interview. There are many good films and filmstrips on job interviews. Use telephone to practice job interviews over the phone. Have job interview contest in room. Bring in D.E. teacher or local personnel manager to judge.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
How to find a job (continued)	Practice in: a. Filling in application blanks. b. Correct spelling on application blank. c. Neat handwriting. d. Understanding terms on application blank. Discuss the advantages and disadvantages of joining a union. Write and understand sentences such as: strike, close shop, scab, yellow dog contract.	
Getting to Work on Time	Be able to budget time in the morning in relation to: a. dressing and bathing b. eating breakfast c. type of transportation - own, riding with others, bus. d. discuss how to allow for more time in bad weather, rain, snow, etc. e. procedure to follow if you have car trouble or flat tire - call parent, etc. f. understand directions, location of finding store of plant g. practice "dry run" before reporting to work for first time. Time to get to work, location, etc. h. stress the importance of getting to class on time, the penalties for chronic tardiness and class cutting. Discuss what to do if one is lost.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Getting to work on time (continued)	Practice using and understanding city map. Trace route on map to new job. Use films and other visual aids.	City map of Charlotte-Mecklenburg County Visual Aids
Importance of good grooming, dress, manners and social behavior	Show films in relation to good grooming, dress and courtesy. Discuss why regular habits of cleanliness, dress and social are so important on the job as well as school and home.	Films
	Be able to take criticism from persons in authority.	Booklets from Insurance Companies
	Discussion of addressing people in the plant, store, school or home correctly. How courtesy, grooming and manners pays off in all situations of work and life.	

CONTENT	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
Social Security and other Legal Documents Birth Certificate Draft Registration	Discussion: a. how and why Social Security came about. b. know the four main uses of Social Security; such as, retirement, burial expenses, mental or physical disability and medicare. c. why you must have a Social Security card when reporting for a job and how much they take out each month. d. what to do when you have misplaced or lost your card. e. location of Social Security office and how to get there. Invite Social Security personnel to visit class to show films, help students fill out Social Security cards who do not have them. Use numerous free Social Security booklets explaining Social Security. They have several excellent booklets for slow learners.	Films, booklets from local Social Security office
	Explain the importance of having a birth certificate, such as applying for job, driver's license, and what to do if you lose or do not have one. Discuss why and where one must register for draft.	Health Department booklet on your birth certificate
Half a day school-work schedule	Invite Vocational Rehabilitation Counselor to talk to class about their services and location of Vocabional Rehabilitation Office.	Booklets explaining Vocabional Rehabilitation Services.

EXPECTED ACHIEVEMENTS

Senior high level

Minimum academic skills necessary to accomplish life work:

Chronological Age 15-16-17-18

a. Reading proficiency at 5th grade level and/or the recognition and understanding of the Dolch Word List and/or the local newspaper.

b. Competence in fundamental arithmetic skills including simple interest.

c. Understanding of immediate social, political and economic environment as it affects each individual.

APPENDIX

DOLCH BASIC SIGHT VOCABULARY

Since these 220 words make up 50% to 75% of all ordinary reading matter they should be recognized by sight by all school children. One-fourth of words known in Grade 1; half of words known middle of Grade 2 and all words by middle of Grade 3.

look	for	black	were	many	start	see	three
did	has	or	cut	funny	one	with	made
round	clean	and	where	ate	very	why	sit
come	a	thank	him	brown	fall	run	two
out	give	both	try	jump	this	well	don't
today	always	up	yes	must	as	by	keep
go	who	now	stop	call	much	down	no
all	green	tell	light	work	what	came	be
ten	those	play	are	now	think	use	together
help	do	soon	from	pull	hot	away	too
that	of	full	hurt	big	please	so	had
around	bring	little	will	there	every	got	does
is	she	like	open	would	goes	not	laugh
our	just	off	been	the	pretty	under	how
long	hold	my	white	am	any	because	wash

Dolch Word List (continued)

can	eat	was	an	gave	warm	find	four
live	fly	own	carry	I	he	may	over
if	its	make	get	let	then	show	sing
blue	ride	put	buy	their	write	yellow	went
her	which	kind	these	red	at	walk	found
about	done	want	say	us	five	before	shall
said	on	first	old	right	only	it	upon
going	read	best	cold	me	fast	your	sleep
small	myself	to	good	take	some	six	drink
in	saw	know	when	never	eight	into	ran
them	wish	better	draw	we	have	after	could
grow	seven	you	but	his	ask	far	here
they	once	again	pick				

BASIC READING WORD LISTS 1, 2, and 3

1

Pre-primer Reading Level

a	airplane	and	apple	are	at	away	baby
ball	bed	big	blue	boat	brown	can	come
do	down	did	fast	father	find	for	funny
get	go	going	good	good-by	have	he	help
here	home	house	I	in	is	it	jump
kitten	like	little	look	looked	may	me	morning
mother	my	not	oh	on	one	out	play
puppy	ran	red	ride	run	said	saw	see
she	sleep	something	stop	store	thank	that	the
this	three	to	too	train	two	up	want
we	went	what	where	will	with	you	

2

Beginning Primer Reading Level

all	am	animal	bird	birthday	black	bow-wow	box
boy	but	came	children	cow	dog	doll	duck
eat	farm	fun	girl	had	happy	has	hen

Beginning Primer Reading Level (continued)

him	his	help	horse	into	jumped	just	laughed
let	live	made	make	man	new	niss	quack
new	no	now	of	pet	pig	played	pony
put	toy	ready	rabbit	school	some	surprise	then
there	they	time	walk	wanted	was	water	white
who	yellow	yes					

3

Advanced Primer Reading Level

after	again	as	asked	ate	barn	be	best
cake	call	called	car	cat	catch	chicken	city
cluck	cock-a-doodle-doo	could	day	door	fly	four	gave
give	got	guess	hat	hear	heard	hello	her
hole	how	just	know	liked	looking	ma-ma	monkey
moo	mouse	Mr.	nest	night	old	open	ours
party	please	pretty	rain	rooster	round	sat	say
so	stay	story	street	take	talk	them	took
three	wagon	us	wish	work	your		

4

Basic Reading Word List - 4

1A

about	afraid	always	an	another	any	arm	around
back	basket	began	biggest	book	bring	bump	buy
by	cap	chair	coat	color	coming	cried	dark
dinner	don't	egg	every	faster	fat	feet	fell
fine	fire	first	fish	five	found	friend	fruit
grandmother	green	ground	grow	head	hide	hill	hungry
if	long	lost	many	milk	mitten	money	more
Mrs.	much	name	new	next	off	once	or
other	over	paint	painted	parade	pocket	read	right
road	sang	shoe	sleepy	snow	soon	splash	squirrel
still	stopped	table	tail	their	thing	think	thought
turtle	under	very	warm	way	wee	wet	were
when	why	window					

Basic Reading Word List (continued)

4B

across	alone	arm	asleep	bad	bag	bang	bear
beautiful	because	bee	before	behind	bell	breakfast	broken
candle	can't	care	climb	cluck	corn	count	cross
cut	dear	deer	dish	early	eating	elephant	enough
ever	everyone	everything	face	far	farmer	feed	flow
flower	frog	garden	geese	glad	goat	gobble	gone
grandfather	grass	gray	hair	hand	helped	hole	hot
hurry	last	leave	letter	maybe	men	mend	met
mud	near	noise	nose	nothing	nut	organ	outdoors
peep	pennies	penny	picked	picnic	picture	playing	policeman
puddle	pull	pulled	ribbon	river	robin	rolled	round
running	sell	shall	show	side	sing	sit	six
sled	someone	sound	step	stick	started	sun	talk
tell	ten	together	told	tomorrow	town	truck	turkey
twelve	uncle	until	voice	wait	well	which	wife
wind	winter	woman	weed	word	year		

SIGNS

Suggested list of signs which it is important for a child to know:

Alley closed
Always be careful
Bell out of order
Beward
Box Office
Boy Wanted
Bus Station
Closed for repairs
C.O.D.
Count your change
Danger
Dentist
Doctor
Do not crowd
Do not talk to operator
Down
Drive Slowly
Dynamite
Elevator
Employees Only
Employment Agency Office
Enter at front
Emergency Exit
Entrance
Exit
Explosive
Fare
Fire Escape
Fire Extinguisher
For Sale
For Rent
Found
Gasoline
Girl Wanted
Glass
Go Slowly
Handle with care
Hands Off
Have fare ready
Help wanted
High Voltage
Hospital
Hunting not allowed
Inflammable
Keep Away
Keep Moving
Keep Off
Keep Out
Thin Ice
This Way Out
This Side Up
Use other door
Up
Keep to the right
Laborers wanted
Ladies only
Ladies Toilet
Library
Listen
Live Wires
Look out for _____
Lost
Men's Toilet
Men Wanted
Next Window
No Admittance
No Left Turn
No Parking
No Smoking
No Spitting
No Trespassing
Not responsible for _____
Office
One way street
Open evenings
Out
Out of order
Passengers are forbidden
Pay as you enter
Please
Poison
Post no bills
Private
Public Telephone
Post Office
Pull
Push
R.R.
Railroad Crossing
Rest Room
Ring and walk in
Safety First
School
Slow
Step forward in the car
Street names
Street closed
Stop
Terms Cash
Ticket Office
Warning
Wanted
Watch your step
Wet Paint

Sample Lesson Plans

A Five Day Unit and Lesson Plans for the EMR Student

Ruth L. Gaddy
Irwin Avenue Junior High

Introduction

This unit of study was chosen not only because of the high interest and experience value but also for other values that the EMR child will derive from it at present and in future life. This unit of work is an outgrowth of an observed need while eating lunch in the school cafeteria with a class of EMR children whose eating habits and table manners were far from the desired.

The EMR child like the so-called normal child needs to have an understanding of what is expected of him in his societal relations (1) to give him the needed confidence to extend himself in social situations, (2) to orient him to social situations in which he is sure to find himself at some point in his life, with a minimum degree of self consciousness, depending on the child's abilities to socialize.

Many times the growing adolescent will talk among themselves of where they went and how embarrassed they were because they were not sure of the correct procedure. This is particularly true when the teenager goes out to dine or if there is company in the home. The EMR child is said to have very poor habits and information in this area of societal relations. Although materials offered in this area must be modified to facilitate his understanding of it, it is an area of extreme value and benefit to him. From experience most EMR children and adolescents want to be a part of and are desirous of participating in the normal pursuits of the adolescent. He tends, however, to shy away from the social group activities most especially those requiring the social graces out of fear of either being embarrassed or ostracized.

When taught anything of interest in societal relations he proves to be an interested and anxious student to learn.

It is hoped that this unit on Table Etiquette will provide him with some information and training that will help ease some of the problems he will face in his societal relations as he makes his transformation from lower school to higher school and later in life.

Purpose and Aims

A. General Aims:

1. To teach the EMR adolescent some general improvements in table manners at home and in public.
2. Helping him acquire some general knowledge of what is expected of us in both inter- and intra-cultural relations that will give him some degree of comfort when dining at home and in public.

B. Specific Aims

1. Learning the expected patterns of good ettiquette that can be carried over to other social situations.
2. Learning how to eat properly.
3. Learning the proper use of table equipment.
4. Learning to use good table manners when guests are present, as a guest, at school, and with family members.
5. Learning how to use public eating facilities as the school cafeteria, restaurants, diners, and so forth.

C. Primer purpose is to create a lesson situation that will provide for not only growth in the area of manners but social maturity and responsibility, and good citizenship as well.

Motivational Activity:

Put on Chalkboard. 1. Place a picture depicting poor table manners on the bulletin board. Watch for reactions.

Read each question to students 2. Give the children questions on the blackboard - five questions rating their table manners. Tell them to number a sheet of paper from 1 to 5. Instruct them to answer each question yes or no.

a. Would you rate yourself as good on table manners?
b. Do you sometimes feel uneasy eating before guests or in a public place because you are not sure of what to do?
c. Do you hesitate in accepting an invitation from friends to go to a cafe, a party, or some public eating place because you feel that you will become embarrassed?
d. Have your parents or teachers ever scolded you for bad manners or bad behavior at the table?
e. Do you wish to become socially acceptable at the table as well as in other social situations?
f. Do you know how to use a menu?
g. Do you know how much to tip a waiter or waitress?
h. Do you sometimes get nervous about your dress for a dinner or party date?

Subject: Table Etiquette

Subject Areas Involved: Social Studies, Language Arts, (Societal Relations) Science (Health and Safety), Arithmetic (buying from menus, etc.).

Grade Levels: Seventh, Eighth, and Ninth

Etiology: Educable Mentally Retarded (13 through 16+ years of age).

Time Limit: One week.

Periods: Language Arts - Social Studies block - 3 forty-five minute periods per day, five days.
Arithmetic and science - 1 forty-five minute period each, five days.

Monday: Aims and General introduction of weeks course of study.

Period 1, 2, and 3

Language Arts and Social Studies Block

General Aims:

1. Teach some general improvements of table manners at home and in public.
2. Teach some general knowledge of what is expected of us at home, in public eating establishments, in the school cafeteria, at parties, with friends and others.
3. Teach the importance of learning correct table manners and its influence on social acceptance now and later in life.

Science

Discuss importance of eating a balanced meal for good health.

1. Ordering nutritionally balanced meal in school cafeteria.
2. Eating foods that are good for good health.
3. Let children make charts of a balanced meal ordered in a cafeteria, restaurant, or as provided for at home.
4. Give list of cafeteria lunches and let each child order food for himself. Discuss the meal ordered by each child.

Arithmetic

Give each child mimeographed copies of lunch menus and prices. Give each child a certain amount of money to spend. Let them order a meal within budget of what they have to spend.

Tuesday

Language Arts - Social Studies (oral expression)

Motivational Activity: "Let;s look into some of the reasons why we should try to improve our table manners. (Give each child a mimeographed copy of the following).

1. Because we are growing up. Growing up includes learning how to meet new social obligations with approaches that are different from those you used as a younger child.
2. As you grow older you will be mixing more and more with new people in new places.

You will be thrown more and more into social situations that require eating. For instance, as you move from a lower school to a higher school, your school methods of getting your lunch will be less supervised and you will be expected to behave more as an adult. You will be expected to pass through a cafeteria line and select your own food which will require a better knowledge and practice of good conduct and respect for the rights of others. More and more you will attend school social functions where food is served as after game parties, going to soda and snack shops with your classmates and friends.

3. Later you will become a part of the work-a-day world. You will take your lunch in other public facilities as the company lunch room or diners with your co-workers and the general public. Stronger adult behavior will be expected of you.

4. Everyone wants to be liked and accepted whether they will admit it or not. How well you are liked depends on the good qualities others see in your behavior. Your outer behavior is the only thing that tells others what your attitudes or inner thoughts are. Bad manners at the table, sloppy eating habits will not indicate to others that you have a genuine respect for others, and people will generally not want you at the table with them.

5. Growing up also includes learning proper respect for out family members as well as others, or in public places. Good manners learned and practiced at home are easily carried over to other places and situations. The evening meal is a good place to practice because this is the one time of day when all of the family can gather for a leisurely pleasant meal. Meal time should be relaxing and pleasant. This is not the place for grumbling, arguments, unpleasant conversation, performing gymnastics with eating equipment, or performing like an orchestra with eating utensils. We should practice at home to free ourselves from self-consciousness and fear of doing the wrong thing in public. We can also encourage others in our family to practice the correct way of eating and behaving.

Period 1
Langua Arts

Form study groups. Give each child or each group copies of "Growing Every Day" with a glossary in back.

Write study words on the blackboard. Have the students look up the meaning of the following words:

etiquette	manners	guest	poise	impolite
menu	restaurant	cafeteria	invitation	

Period 3
Language Arts

Use words that we have looked up in telling sentences. Let your sentences be on the do's and don't's of table etiquette.

Science

Discuss practicing safety while eating. Points to discuss:
1. over-eating
2. waving eating instruments can be dangerous for yourself and others at the table with you.
3. Have role playing in table safety. Discuss and evaluate each act.

Arithmetic

Discuss going to a restaurant. Use lesson #20 in the Turner Livingston Reading Series "Chinese Dinner". Give menu with prices of Chinese foods. Let the children order a dinner for one, two, three or four people. Give total of each dinner.

Give supplementary problems in dollars and cents.

<u>dnesday</u>

eriod 1, 2, and 3
cial Studies

1. Discuss Joey's dinner invitation to Donna in <u>Chinese Dinner</u>. Read the story.

2. Discuss different kinds of eating establishments and the different kinds of menus as "Dinty Moore's Place", Sterns Kosher Restaurant, English Grill, etc.

Periods 2 and 3 Language Arts	Do the exercise at the end of the story that has multiple choice and true-false questions about cafes and restaurants. At the end of the questions match the different kinds of international foods with the respective restaurant.
Period 4 Science	Discuss why we should eat. Discuss what we should eat. Discuss when we eat (as planning three nourishing meals per day). Selection of food at various times of day and according to weather and work conditions. Discussion of good disposition at mealtime as an aid to digestion. Importance of meals. As supplementary seat work let each child write a short paper on "The importance of a good disposition being an aid to digestion." Include both good and bad aspects.
Periods 2 and 3 Seat Work	Questions: 1. How did they respond when something was passed to them? 2. How they seated themselves. 3. How did the boys seat themselves in the presence of ladies? 4. How did they eat, swallow, and attend to coughing spells at the table? 5. How did they act when an accident occurred at the table? 6. How did they enter the restaurant? 7. How did they act towards the waitress? 8. How did they go about selecting their food? 9. What did they do on a Dutch-treat date? 10. What did the girls do when they had to repair their makeup?
Science	Discuss and dramatize health hazards and the passing of germs at the table. Set up a corner of the room as a restaurant. Have all the children take a part in the role playing. Watch for coughing, using glasses, plates, forks, foods that others have used, etc.

Arithmetic

Use the Turner Livingston "The Money You Spend." Read, discuss and do exercises on Lesson #36. Pizza Palace.
Can you figure: a. two spaghetti dinners.
b. the tip he left.
c. tax on dinners.
How much Dick would have had to pay if he had ordered a la carte
a. two spaghetti dinners
b. two tossed salads
c. two coffees
d. the tax on the dinners
e. the tip he left
Do other exercises on figuring dinner prices.

Thursday
Period 1, 2, and 3
Language Arts and
Social Studies

Show film "Dining Tips for Teens" - viewing time 30 minutes. Film in color. The film includes tips for teenage dining at home and in public. There are both the right and wrong ways for dining.

Have student watch for tips that have been discussed in previous lessons.

Be able to answer questions.

Arithmetic

Give problems on the board on selection of
1. lunch in the cafeteria
2. lunch on the job
3. on a date after a ball game
4. Dutch treat
Put on board. Have children volunteer to work problems from the board.

Friday

Plan for carrying out what we have learned through this unit in our daily eating habits during lunch period. Plan for a field trip to a local restaurant.

Some of the ways to enforce learning during lunch period is to eat together as a family group with the class president sitting at the head of the table.

As a group we can remind each other of both right and wrong practices.

Make a chart with good eating habits or manners for the cafeteria.

Language Arts
Evaluation

Write up plans for field trip to local restaurant.

Plan and make a master bulletin with pictures for the school cafeteria.

Summerization:

This unit of work has proved most successful in the following ways:

1. It was interesting to the students because it was an experience unit growing out of real life situations of the growing adolescent.
2. It helped the students to realize their changing social status in the community and their expected obligations.
3. It provided for student participation in a grownup situation by planning for a field trip to a local restaurant where their own committee has to intercede for arrangements.
4. It provided some criteria for evaluating and reminding us of our conduct in the school cafeteria throughout the school year.
5. It was a good media for the EMR child to integrate what was taught with practice.
6. It provided the opportunity for the possible development of other social studies units on foods, occupations in foods as food handlers commercially, jobs as waiters, bakers, caterers, etc.

It provided for other social studies units in societal relations as achieving good mental and emotional health, dating, etc. Its correlation with language arts, science and arithmetic was helpful particularly the practice of reading, figuring and understanding menus.

The buying of their lunch could provide for a unit in arithmetic as buying lunch for themselves and others, going dutch treat, etc.

Most of all its general goal of improving table manners, at least in school, was met.

Aids

Teacher-student made charts on correct posture, etc.

Bulletin boards

Blackboards

Tables, chairs, eating utensils

Textbooks: Growing Up

Growing Everyday

You Are a Teenager

The Money You Spend

The Person You Are

The Community You Live In

Good Manners - Junior Life Adjustment Series

Duplicated materials

Filing Tips for Teenagers

Magazines for pictures of diners

Pictures of restaurants and cafes

Dictionaries

Other miscellaneous materials as course of study proceeds.

Test Used in Evaluation

True-False

1. ____ It is correct to eat with your mouth open.
2. ____ Reach across the table when you want something.
3. ____ If someone spills something on you at the table, hit them. They should not have done it.
4. ____ When you leave the table push your chair back and leave.
5. ____ Comb your hair at the table if you find that it needs rearranging.

Multiple Choice

1. When something has been passed to you you always say

   I'm sorry Thank you Good Just grin

2. When entering a booth with girls, the girls go into the booth

   first last together

3. When on a dutch treat you should

   pay the whole bill pay for your own expect others to pay your bill

4. When you are eating in the school cafeteria select your food

   very slowly, even though others have to wait as you pass through the line after you have passed through the line.

5. When eating in a public restaurant where waitresses serve you

   Get fresh with the waitress demand immediate service wait your turn and be polite to the waitress

Getting Acquainted

West Charlotte Senior High School
Mrs. Naomi L. Brown, Teacher

Getting Acquainted

Objectives:

The main objective of this unit is to help the student, especially the new student, become acquainted with his new surroundings.

Specific Aims:

To help students to become acquainted with each other.
To enable students to travel from one part of the campus to another without getting lost.
To help students learn the names of each instructor and the subjects they teach.
To familiarize the students with their schedules and length of each period.

Procedure:

The teacher will introduce herself to the class and discuss her hobbies, vacation, and some of the things she plans to do with the class this year. After the tone has been set by the teacher, each student will be asked to introduce himself to his classmates. The students will be asked to bring their class schedules with them in order for them to find out exactly where their classes will be located.

The teacher will pass out a mimeographed sheet with the school plant drawn on it. She will also have a mimeographed list of the names of all the instructors and the subjects they teach to pass out to the students.

Meeting New Classmates
Time: 8:30
September 2, 1969

Objectives:

To acquaint students with their new teacher.
To help students become acquainted with each other.

Suggested Activities.

1. The teacher should write her name on the board and then pronounce it to the students. She should tell them about her hobbies and some of the things she did over the summer.

2. After the teacher has made her introduction, she could ask the students to introduce themselves to each other.

3. Pass a pencil and paper around so that each student may sign his name and address on it. Tell the students that they will receive a printed list of the names of all their classmates.

4. Remind the students to bring their class schedules with them on Tuesday.

Materials Needed:

Chalk, blackboard, pencil and paper.

Learning About Our Campus
Time: 8:30
September 3, 1969

Objectives:

To help students locate the buildings where their classes will be held.
To help students find such buildings as the auditorium, library, cafeteria.

Suggested Activities:

1. Pass our the printed list of names compiled from those collected on Monday. Introduce any new students who have arrived since the first meeting.

2. Check class schedules to see if each student has one.

3. After the schedules have been checked, pass out the mimeographed sheets with map showing the location of each building.

4. Have students study the map explaining that this is the way the campus would look if they were in a helicopter looking down. Explain to them the fact that all buildings are referred to by numbers instead of names.

5. Have them look at their schedules and notice that each class has three numbers beside it such as 201. This class would be located in the 200 Building.

6. Take class on tour of the campus.

terials Needed:

Class schedules, mimeographed copies of school plant.

Knowing Our Teachers
Time: 8:30
September 4, 1969

Objectives:

To acquaint the students with the teachers on the faculty and the subjects they teach.

Suggested Activities:

1. Have mimeographed list of all teachers and the subjects they teach. If possible, include the building numbers of the classrooms.

2. Point out to the students that some of the names will be quite easy to learn because they are similar to some of the ones that they have themselves.

3. Look at the list and pick out names at random. Call on students and ask questions like these, "Mrs. Blue teaches Biology 1. Her room number is 401. In which building is she located?" "Where would room 714 be?"

Materials Needed:

Mimeographed list of teachers

Suggested Word List:

Counselor	Principal
Secretary	Treasurer
Nurse	Social Worker

Being On Time
Time: 8:30
September 5, 1969

Objectives:

To teach students the importance of getting to class and other places on time.
To familiarize the students with the length of time between class periods.

Suggested Activities:

1. Place the schedules for each period on the board. Have students find how many minutes there are from the first period to the second period. How many minutes for the class break?

2. How many minutes are there in one hour, how many hours in one day, how many hours are there in a school day?

3. Place a toy clock on the board. Show the relationship between nine-forty-five and fifteen minutes of ten, etc.

4. Stress the importance of getting to class on time, the penalties for chronic tardiness and class cutting.

5. Stress the fact that most employers do not like tardiness. Show how time lost for tardiness is money out of a paycheck.

Materials Needed:

Wall clock, toy clock, piece of string and chalk for making circle if clock has to be drawn on the board.

Suggested Word List:

minute	second	hour	day	midnight	noon
tardy	punishment	penalty	clock	employer	paycheck

Reviewing Our Week
Time: 8:30
September 6, 1969

Objectives:

To see how well the students have done in familiarizing themselves with each other, the campus, the faculty.

To see if the students understand the importance of getting to class on time.

Suggested Activities:

1. Write the names of the person that sits behind you, beside you, in front of you. What is the name of the person two seats in front of you?

2. How are the buildings on this campus identified? In what building is room 612, etc.?

3. Name two of our counselors. What is the name of the couselor for the 10th grade? What is the name of the assistant principal? What is the name of the office secretary?

4. Write down the name of your homeroom teacher. What is the number of your homeroom. In which building would it be located?

5. If a stranger came to the campus and asked the way to the science building from this classroom, how would you direct him?

CHARLOTTE-MECKLENBURG SCHOOLS
Charlotte, North Carolina

GRADUATION REQUIREMENTS
SPECIAL EDUCATION

To receive a diploma in Special Education from a local high school, a student must complete the following requirements:

Special Education
Local Requirements (16 units - Grades 10-12)
Starting with 10th grade Special Education Class 1969

Subject		Units
English - Functional		3
Social Studies - Community		2
Mathematics - Practical		2
Science - Everyday		2
Physical Education		1
Work Experience		1
Electives		2
Typing	Shoe Repair	5
Home Economics	Brick Masonry	
Industrial Arts	Auto Repair	
Home Arts	Auto Body Repair	
Chorus	"Basic Biology"	
Art	Driver's Education	
Band		

Regular Education
State Requirements (16 units - Grades 9-12)

Subject	Units
English	4
Social Studies	2
Mathematics	1
Science	2
Physical Education	1
Electives	6

FILMS

Films suggested in this guide can be obtained from the Audio-Visual Department of the Charlotte-Mecklenburg Schools. Catalogues listing films can be found in the schools. Additional films can be obtained from Modern Talking Pictures, College Street, and from the Main Branch of the Public Library, Tryon Street.

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